DOCUMENT RESUME

ED 256 576 SE 045 508

TITLE	Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level 1.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO	Curric-03-2001-20; ISBN-0-88315-545-1
PUB DATE	84
NOTE	138p.; For part 1 see SE 045 507; for teacher's manual, see SE 045 509-510. For the entire series, see SE 045 503-534. All material in the student manuals is duplicated in the teacher manuals.
AVAILABLE FROM	New York City Board of Education, Curriculum Production Unit, Room 617, 131 Livingston St., Brooklyn, NY 11202.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Computation; *Elementary School Mathematics; Fractions; Geometric Concepts; *Grade 1; Instructional Materials; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; Measurement; Number Concepts; Objectives; Primary Education; Workbooks
IDENTIFIERS	Comprehensive Instructional Management System

ABSTRACT

This document is part 2 of the workbook for grade 1 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. One hundred fourteen performance objectives are included in this part of the grade 1 workbook, designed to develop geometric concepts, number concepts, counting skills, mesurement ideas, fraction concepts, graphing skills, addition and subtraction skills, place value concepts, and probability ideas. (MNS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED256576

EXPERIMENTAL

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CIMS

COMPREHENSIVE INSTRUCTIONAL MANAGEMENT SYSTEM

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dr. Flug

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Cyclical Mathematics Curriculum

Workbook Part 2

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM & INSTRUCTION

03-2001-20

SE 045 508

NEW YORK CITY BOARD OF EDUCATION

James F. Regan, President

Miguel O. Martinez, Vice President

Amelia Ashe
Joseph G. Barkan
Stephen R. Franse
Irene Impellizzeri
Marjorie A. Lewis

Nathan Quinones, Chancellor

Charles I. Schonhaut, Deputy Chancellor

Louise Latty, Chief Executive for Instruction

Charlotte Frank, Executive Director
Division of Curriculum and Instruction

COPYRIGHT 1984
BY THE BOARD OF EDUCATION OF THE CITY OF NEW YORK

Application for permission to reprint any section of this material should be made to the Chancellor, 110 Livingston Street, Brooklyn, N.Y. 11201. Reprint of any section of this material should carry the line, "Reprinted from CIMS - Comprehensive Instructional Management System, A Cyclical Mathematics Curriculum by permission of the Board of Education of the City of New York."

BEST COPY AVAILABLE

Original cover design by Marvin Schneider

It is the policy of the Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, or sex in its educational programs, activities, and employment policies, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mr. Ralph Edwards, Deputy Administrator, Office of Pupil Personnel Services, 362 Schermerhorn Street, Brooklyn, New York 11217; Ms. Lynette V. Tucker, Director, Office of Equal Opportunity, 110 Livingston Street, Brooklyn, New York 11201; or to Mr. Charles Tejada, Director, Office for Civil Rights, Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

BEST COPY AVAILABLE

ISBN No. 88315-545-1 Curric. No. 03-2001-20

Copies of this publication may be purchased from: the Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, N.Y. 11201. Checks should be made payable to "Publication Sales."
See catalogue for price.

FOREWORD

The Comprehensive Instructional Management System (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines.

Utilizing the experience of our system's teachers, we have developed a teacher-designed curriculum that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component.

The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to mastery of the objectives through accompanying student workbooks.

It is hoped that this curriculum will not only assist teachers in developing vital mathematics instruction, but will serve to expand and enrich students' mathematics skills.

Charlotte Frank

Charlotte Frank,
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS - 1984

The Comprehensive Instructional Management System (CIMS) was developed as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. Dr. Peter Negroni, Community School Superintendent CSD 12; Dr. Harvey Garner, Community School Superintendent CSD 18; Carlos Edwards, Community School Superintendent CSD 23, and Joseph Pacheco, Community School Superintendent CSD 32 supervised the overall development of the CIMS program within their respective districts.

Morris Freedman, Director of the Office of Curriculum Development and Support; Irwin Kaufman, Director of Technology, Assigned to the Chief Executive for Instruction; Gerald Elgarten, Director of Mathematics (Interim Acting); Marjorie McAllister, Director of Early Childhood Education; Kenneth Bates, Director of CIMS; Maria DeSalvio, Assistant Director of Mathematics; Arthur Flug and Doreen Genkin, Assistant Directors of CIMS and Gene Menchini, Assistant to the Director for Systems Planning and Coordination, ODPC.

Division of Special Education

Overall supervision of curriculum in addressing those students with special needs was coordinated by Edward M. Sermier, Chief Administrator, Division of Special Education.

Gloria Cole, Director of Office of Program Development; Lorelle Lawson, Administrator, Curriculum Development Unit of the Office of Program Development and Geraldine Silver and Susan Wieder, Special Education Coordinators provided guidance and support in addressing these special needs.

Principal Writers

The principal writers responsible for planning the scope, sequence and engaging in the necessary research in revising of the modules were:

Sara Jane Bass, CIMS Curriculum Leader
Judith Fein, CIMS Curriculum Leader
Rochelle Watnick, CIMS Curriculum Leader

CIMS CURRICULUM DEVELOPERS

Michael Abraskin	CSD 18 J.H.S. 68K	Lenore M. Messina	CSD 32 Biling. Coord.
Seymour Bashkowitz	CSD 18 J.H.S. 211K	Selma Mitlitsky	CSD 18 Math Coord.
Bonnie Breslauer	CSD 18 P.S. 114K	Edythe Ogin	CSD 19 I.S. 171K
Bernice Buchalter	CSD 18 P.S. 233K	Joseph Porzio	CSD 19 Staff Dev.
Abraham Butensky	CSD 23 P.S. 165K	Rosalyn Resnick	CSD 18 P.S. 233K
Merle Glass	CSD 18 P.S. 219K	Barbara Rodgers	CSD 18 P.S. 233K
Marilyn Goldberg	CSD 18 P.S. 115K	Blanche Solomon	CSD 32 P.S. 299K
Sheldon Haas	CSD 12 I.S. 116X	Martin L. Spiro	CSD 19I.S. 302K
Jeffrey Joyce	CSD 15 I.S. 88K	Diane Taros	CSD 32 P.75K
Felice Karmin	CSD 32 P.S. 299K	Mary Ann Wasserman	CSD 1 P.S. 110M
Mark Lehrer	CSD 12 I.S. 158K	Bernice Zuckerman	CSD 19 Staff Dev.
Susan Margulies	H.S. Mathematics		

ILLUSTRATORS

Paula Blanes, CSD 15 P.S. 39K
Charles Flisser, CSD 11 P.S. 105X
Anita Johnson, H.S. Fine Arts

EDITORS

Jack Cohen, Assistant Principal/Supervision, Mathematics,
Theodore Roosevelt High School
Laura Lederman, CSD 26 J.H.S. 158Q
Virginia Pero, CSD 18 J.H.S. 211K, Special Education
Fred Remer, CSD 6, Mathematics Director
Randolph Ross, Principal, Newton High School

PRODUCTION

Alaire Mitchell, Unit Head, Curriculum Editorial Unit
Maureen Maguire, Production Coordinator, Curriculum Editorial Unit
Dorothy Johnson, Office Associate, CIMS

ACKNOWLEDGMENTS - 1983

The Comprehensive Instructional Management System (CIMS) was developed as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. Dr. Peter Negroni, Community School Superintendent CSD 12; Dr. Harvey Garner, Community School Superintendent CSD 18; Carlos Edwards, Community School Superintendent CSD 23, and Joseph Pacheco, Community School Superintendent CSD 32 supervised the overall development of the CIMS program within their respective districts.

Morris Freedman, Director of the Office of Curriculum Development and Support; Irwin Kaufman, Director of Mathematics; Kenneth Bates, Director of CIMS; Maria DeSalvio, Assistant Director of Mathematics; Arthur Flug and Doreen Genkin, Assistant Directors of CIMS and Gene Menchini, Program Manager, Distributive Systems, Office of Data Processing Coordination provided overall supervision of this project.

Division of Special Education

Overall supervision of curriculum in addressing those students with special needs was coordinated by Edward M. Sermier, Chief Administrator, Division of Special Education.

Allan Dobrin, Office of Chief Administrator; Bebe Bernstein, Administrator, Curriculum Development Unit of the Office of Program Development and Geraldine Silver and Susan Wieder, Special Education Coordinators provided guidance and support in addressing these special needs.

Consultants

The program consultants responsible for reviewing the curriculum for mathematics accuracy were:

Harry Ruderman, Assistant Principal Supervision/Mathematics, Hunter College High School (Retired)
Helene Silverman, Associate Professor, Lehman College

Principal Writers

The principal writers responsible for planning the scope, sequence and engaging in the necessary research in writing of the modules were:

Stephen Rappaport, Assistant Principal I.S. 171K
Sara Jane Bass, CIMS Curriculum Leader
Judith Fein, CIMS Curriculum Leader
Lorraine Wan, CIMS Curriculum Leader
Rochelle Watnick, CIMS Curriculum Leader

CIMS District Curriculum Workshops

Each of the participating CIMS community school districts organized a curriculum workshop to write the various curriculum levels.

Community School District 12		Community School District 18	
Mary J. Teshara	District Mathematics Coordinator	Jack Friedman	CSD 18, Director CIMS
		Selma Mitlitsky	District Mathematics Coordinator
Valentin Acabeo	C.S. 134X		
James F. Gilligan	I.S. 116X	Eileen Backer	P.S. 135K
Selma Gunther	C.S. 50X	Lillian Frechtman	P.S. 279K
Betty Anne Jackson	C.S. 47X	Merle Glass	P.S. 219K
Mark Lehrer	I.S. 158X	Howard Mankes	P.S. 219K
Jewel R. Moolenaar	I.S. 143X	Lillian Pecker	J.H.S. 252K
Marcia Ann Rudnitsky	C.S. 102X	Virginia Pero	J.H.S. 211K
Marcy Dale Stecker	C.S. 47X	Carol J. Reale	P.S. 235K
Ira K. Victor	C.S. 77X	Arlie Solola	J.H.S. 252K
Leonard Zavlick	C.S. 92X	Renee M. Tardi	P.S. 219K

Community School District 23

Wallace Dimson,	District Mathematics Coordinator
Gloria Allen	
Marshall Belson	P.S. 183K
Abraham Butensky	P.S. 165K
Janice Ellenbogen	P.S. 298K
Ruth Fennell	P.S. 298K
Gladys H. Galamison	P.S. 156K
Bruce Landau	P.S. 327K
George McMullen	P.S. 183K
Carmella Murden	J.H.S 275K
Martha Hilinski-Pepe	P.S. 327K
Rochelle Sanders	P.S. 327K
Gary Wexler	P.S. 41K
Priscilla A. Williams	I.S. 271K
Frederick Zwibel	P.S. 184K

Community School District 32

Aurora Larocca,	District Mathematics Coordinator
Pedro J. Colon	J.H.S. 111K
Dorothy A. Conroy	P.S. 116K
Joan Fox	P.S. 116K
Steven Ganzell	I.S. 291K
Akhtar A. Khan	I.S. 291K
Lenore Marie Messina	P.S. 151K
Joanne Narisi	P.S. 299K
George Silverglad	P.S. 274K
Norma Warmund	P.S. 45K
Stephen Elliot Weiss	P.S. 274K
Martin Weissman	P.S. 384K

Citywide Curriculum Developers

Judy Z. Cohen	Corr. Math. N.P.S.	Carmen B. Matthews	CSD 3 J.H.S. 88M
Nancy R. Coleman	CSD 19 Staff Dev.	Edythe Ogin	CSD 19 I.S. 171K
Carl Conetta	Special Ed. Bronx	Joseph A. Porzio	CSD 19 Staff Dev.
Gerri T. Dunne	Corr. Math. N.P.S.	Fred Remer	CSD 6 Math Coord.
Meryl Glass	CSD 22 P.S. 139K	Jon Rothfeld	CSD 19 Staff Dev.
David A. Gold	CSD 19 Staff Dev.	Marvin Schneider	Edward R. Murrow H.S.
Stuart Goldberg	CSD 19 Staff Dev.	Leila Schwartz	Corr. Math. N.P.S.
Michelle Greenberg	CSD 28 P.S. 160Q	Angelina Spero	Corr. Math. N.P.S.
Joyce Jalowski	Corr. Math. N.P.S.	Martin L. Spiro	CSD 19 I.S. 302
Margaret Jordan	Corr. Math. N.P.S.	Bernice Staub	Corr. Math. N.P.S.
Jeffrey Joyce	CSD 15 I.S. 88K	Madeline Sussman	CSD 1 P.S. 142M
Nicholas C. Leo	Corr. Math. N.P.S.	Robert B. Weiss	CSD 28 J.H.S. 190Q
Elaine J. Kaplan	CSD 28 J.H.S. 157Q	Bernice Zuckerman	CSD 19 Staff Dev.
Joan Mahon	CSD 19 Staff Dev.		

Citywide Curriculum Illustrators

Joyce Abramowitz	CSD 26 J.H.S. 158Q	Edward Kissane	Beach Channel H.S.
Amy Appleman	CSD 22 P.S. 194K	Susan M. Seidler	Corr. Math. N.P.S.
Paula J. Blanes	CSD 15 P.S. 39K	Dolores Soldo	Special Ed. Brooklyn
Nina Cucchiari	Special Ed. Bronx	Sandy Susser	Special Ed. Bronx
Charles B. Flisser	Special Ed. Bronx		

Citywide Curriculum Editors

Meryl Fenster	CSD 30 P.S. 171K	Laura J. Lederman	CSD 26 J.H.S. 158Q
Robert Greenman	James Madison H.S.	Mary Newsom-King	CSD 8 J.H.S. 101X
Stephanie Lang-Goldsmith	Special Ed. Queens	Lorraine Wittman	CSD 25 P.S. 169Q

Production Staff

Anne Cohen, Education Analyst
Dorothy Johnson, Office Associate

To The Teacher:

The activities in the CIMS student workbook are designed to provide the pupils with practice in mastering the curriculum's performance objectives and follows the sequence of the CIMS teacher's manual. Each workbook activity page lists the corresponding performance objective number in the upper left hand corner. The activity page numbers are identical to those found in the CIMS teacher's manual.

To The Student:

This mathematics workbook will help you to practice many of the new ideas your teachers have presented. Each worksheet has examples of the material you have studied in your daily mathematics lesson. As you proceed through this workbook, you will notice that you have learned many skills and will be ready to move on to more difficult ones.

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.13.05.01	Translate a story problem into a number sentence.....	42a
1.13.05.02	Create a story problem given a number fact through 9.....	42b
1.09.03.01	Recognize and create shapes that have a line of symmetry.....	43a
1.09.03.02	Discover whether or not a given line is a line of symmetry for a figure (halves).....	43b
1.01.11.01	Identify the ordinal position of each object in a row of 1 through 5 objects.....	45a
1.01.11.02	Recite the ordinal names.....	45b
1.01.11.03	Match the ordinal number words first through fifth to the cardinal numbers 1 through 5....	45c
1.01.11.04	Write the numeral form for the given ordinal number word.....	45d
1.10.12.01	Identify the inch, foot and yard as standard units of length.....	46a
1.10.12.02	Use rulers and measuring tapes to measure familiar objects to the nearest inch, foot and yard.....	46b
1.10.12.03	Identify ounce and pound as standard units of weight.....	46c
1.10.12.04	Determine the weight of objects to the nearest ounce, pound.....	46d
1.10.13.01	Identify the centimeter, decimeter and meter as standard units of length.....	47a
1.10.13.02	Use centimeter rulers, centimeter measuring tapes and meter sticks to measure familiar objects.....	47b
1.10.13.03	Identify the kilogram as a standard unit of weight.....	47c
1.10.13.04	Determine the weight of objects to the nearest kilogram.....	47d
1.11.01.01	Recognize a number sentence that is true or false.....	48a

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.11.01.02	Read and complete number sentences with place holders	48b
1.10.14.01	Identify time "past the hour"	49a,b
1.10.14.02	Identify time "before the hour"	49c
1.10.14.03	Read time on a standard and digital clock on the half-hour	49d
1.06.01.01	Separate representative objects into halves	50a
1.06.01.02	Identify, write and record the symbol for one-half as $\frac{1}{2}$, for two-halves as $\frac{2}{2}$	50b
1.06.01.03	Solve story problems related to skills learned in this module	50c
1.01.12.01	Associate the numeral 0 with a group (set, lot, bunch, heap, pile) having no objects	51a
1.01.12.02	Recognize, identify and write the symbol 0 as a numeral for the number zero	51b
1.01.12.03	Match the number word zero to the numeral 0 and to the group (set, lot, bunch, heap, pile) having no objects	51c
1.12.02.01	Color the corresponding number of squares on vertical or horizontal bar graphs, when given concrete objects or the pictorial representation	52a
1.12.02.02	Identify and record the number of squares that are colored on a bar graph	52b
1.12.02.03	Gather, organize and record data based on personal or group experiences to complete a bar graph using one-to-one correspondence	52c
1.13.06.01	Identify the rule for a non-numerical pattern, given the pattern	53a,b
1.13.06.02	Identify the rule for a numerical pattern, given the pattern	53c,d
1.13.06.03	Identify patterns for sums and differences using concrete materials and tables	53e,f
1.01.13.01	Identify and associate the numeral 10 with a group (set, lot, bunch, heap, pile) having ten objects	54a

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.01.13.02	Associate the number word ten with the numeral 10 and with a group (set, lot, bunch, heap, pile) having ten objects.....	54b
1.01.13.03	Recite, count and write the numerals 0 through 10 forward and backward in correct counting order.....	54c
1.10.15.01	Identify equivalent values of a dime using nickels and pennies.....	55a
1.10.15.02	Find the value of coins (pennies and nickels) having sums through 10¢.....	55b
1.10.15.03	Find the difference using minuends through 10¢.	55c
1.10.15.04	Solve story problems related to skills learned in this module.....	55d
1.02.04.01	Write addition facts for the numbers six through ten, in vertical and horizontal formats.....	56a
1.02.04.02	Identify the commutative property in addition with sums through ten.....	56b
1.02.05.01	Use addition to name the number of objects in the new set formed by joining three sets, using vertical and horizontal formats.....	57a
1.02.05.02	Demonstrate that the order of grouping three addends does not change their sum (associative property).....	57b
1.02.05.03	Record repeated addition of three addends.....	57c
1.03.05.01	Subtract numbers to obtain differences from 1 through 10.....	58a
1.03.05.02	Write a subtraction sentence using horizontal and vertical formats for minuends through 10.	58b
1.03.06.01	Identify related addition and subtraction facts through ten.....	59a
1.03.06.02	Choose operation symbols for facts having sums and differences through 10.....	59b
1.01.14.01	Identify the ordinal position of each object in a row, through 10 objects.....	60a

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.01.14.02	Match the ordinal number names first through tenth to the cardinal numbers 1 through 10...	60b
1.06.02.01	Separate representative objects into fourths...	62a
1.06.02.02	Identify and write fractional notation for one-fourth as $\frac{1}{4}$, for two-fourths as $\frac{2}{4}$, for three-fourths as $\frac{3}{4}$, for four-fourths as $\frac{4}{4}$.....	62b
1.06.02.03	Identify $\frac{1}{2}$ as equal to $\frac{2}{4}$ pictorially, and record using the equal symbol (=).....	62c
1.06.02.04	Solve story problems related to skills learned in this module.....	62d
1.01.15.01	Compare groups with 0 through 10 objects having the same number of objects.....	63a
1.01.15.02	Compare equal groups with 0 through 10 objects using the relation symbol = (equal).....	63b
1.01.15.03	Compare the numbers 0 through 10 using the equal relation symbol (=).....	63c
1.01.16.01	Identify the group having more objects.....	64a
1.01.16.02	Use the greater than relation symbol (>) to compare numerals 0 through 10.....	64b
1.01.16.03	Identify the group having fewer objects.....	64c
1.01.16.04	Use the less than relation symbol (<) to compare numerals 0 through 10.....	64d
1.10.16.01	Recognize and identify a quarter, half dollar and dollar bill.....	65a
1.10.16.02	Identify equivalent values of a quarter using dimes, nickels, and pennies.....	65b
1.10.16.03	Read money notation through $9.99 using the dollar sign and decimal point.....	65c
1.06.03.01	Separate representative objects into thirds....	66a
1.06.03.02	Identify, write and record fractional notation for one-third as $\frac{1}{3}$, for two-thirds as $\frac{2}{3}$, for three-thirds as $\frac{3}{3}$.....	66b

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.06.03.03	Solve story problems related to skills learned in this module.....	66c
1.02.06.01	Add two 1-digit numbers having sums through 18 in horizontal and vertical formats.....	68a
1.02.06.02	Use an addition table to find sums through eighteen.....	68b
1.02.06.03	Identify simple patterns on the addition table.	68c
1.02.06.04	Solve story problems related to skills learned in this module.....	68d
1.01.17.01	Identify groups of 10.....	69a
1.01.17.02	Order and write numbers 10 through 50 by tens..	69b
1.01.18.01	Identify and write the place value of numerals 10 through 50.....	70a
1.01.18.02	Write the numerals 10 through 50 in expanded notation.....	70b
1.01.19.01	Identify the numeral that comes one after a given numeral (10 through 50).....	72a
1.01.19.02	Count and write by ones from 10 through 50 in correct counting order.....	72b
1.01.19.03	Identify the numeral that comes one before a given numeral (10 through 50).....	72c
1.01.19.04	Count and write backwards by ones from 50.....	72d
1.01.19.05	Identify the numeral that comes between two given numerals.....	72e
1.01.19.06	Solve story problems related to skills learned in this module.....	72f
1.01.20.01	Order and write numbers 50 through 90 by tens..	73a
1.01.20.02	Identify and write the place value of numerals from 51 through 99.....	73b
1.01.20.03	Write the numerals 51 through 99 in expanded notation.....	73c
1.01.21.01	Count and write by ones from 51 through 99 in correct counting order.....	74a

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.01.21.02	Identify the numeral that comes one after a given numeral (51 through 99).....	74b
1.01.21.03	Identify the numeral that comes one before a given numeral (51 through 99).....	74c
1.01.21.04	Identify the numeral that comes between two given numerals.....	74d
1.02.07.01	Add a 2-digit number and a 1-digit number without exchange in horizontal and vertical formats.....	75a
1.02.07.02	Add multiples of ten.....	75b
1.02.07.03	Add two 2-digit numbers without exchange.....	75c
1.02.07.04	Solve story problems related to skills learned in this module.....	75d
1.03.07.01	Subtract a 1-digit number from 11 through 18 where the difference will be 2 through 9.....	77a
1.03.07.02	Identify related addition and subtraction facts for each number family through 18.....	77b
1.03.07.03	Check subtraction problems with addition.....	77c
1.03.07.04	Solve story problems related to skills learned in this module.....	77d
1.03.08.01	Subtract a 1-digit number from a 2-digit number without regrouping (exchange).....	78a
1.03.08.02	Check subtraction problems by using addition...	78b
1.03.08.03	Solve story problems related to skills learned in this module.....	78c
1.12.03.01	Predict the likelihood of events happening.....	79a
1.12.03.02	Record the outcome of a chance event.....	79b
1.03.09.01	Subtract 10 from multiples of 10 through 90....	80a
1.03.09.02	Subtract multiples of 10 through 90 from multiples of 10 through 90.....	80b
1.03.09.03	Subtract 10 from any 2-digit number through 99.	80c
1.03.09.04	Subtract multiples of 10 from any 2-digit number through 99.....	80d

TABLE OF CONTENTS
LEVEL 1

P.O. NUMBER	PERFORMANCE OBJECTIVE DESCRIPTION	PAGE NUMBER
1.03.10.01	Subtract a 2-digit number from a 2-digit number without regrouping (exchange).....	81a,b
1.03.10.02	Check subtraction problems by using addition...	81c
1.03.10.03	Solve story problems related to skills learned in this module.....	81d
1.01.22.01	Identify the numerals in order from 0 through 98, counting by twos.....	82a
1.01.22.02	Write the numerals in counting order from 0 through 98, counting by twos.....	82b
1.01.23.01	Decide whether or not a group (set, pile, lot, heap, bunch) has an even number of objects...	83a
1.01.23.02	Identify even numbers from 0 through 98.....	83b
1.01.23.03	Identify numbers that are odd (not even) from 1 through 99.....	83c

P.O. 1.13.05.01

NAME: _____ CLASS: _____ DATE: _____

There are many number sentences in this picture.
Write a number sentence to solve each problem below.

How many youngsters are on the bench and seesaw?

_____ + _____ = _____

How many youngsters are jumping rope and on the swings?

_____ + _____ = _____

How many youngsters are coming down the slide and waiting to climb up the slide?

_____ + _____ = _____

How many youngsters are on the swings and the bench?

_____ + _____ = _____

P.O. 1.13.05.02

NAME: _____ CLASS: _____ DATE: _____

Draw a picture for each addition fact.
Tell a story problem about each picture.

1 + 3 = 4

1 + 2 = 3

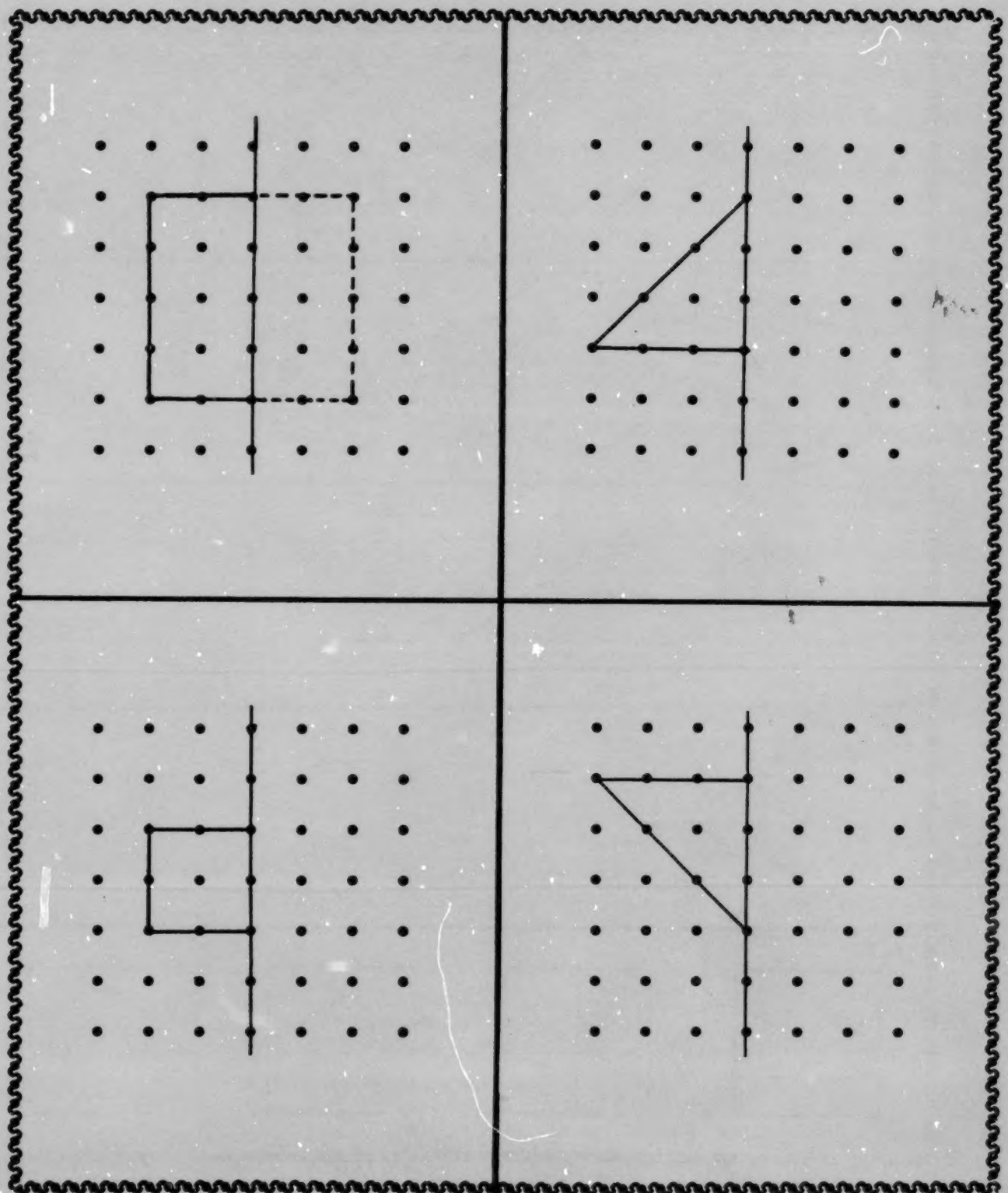
2 + 3 = 5

3 + 3 = 6

P.O. 1.09.03.01

NAME: _____ CLASS: _____ DATE: _____

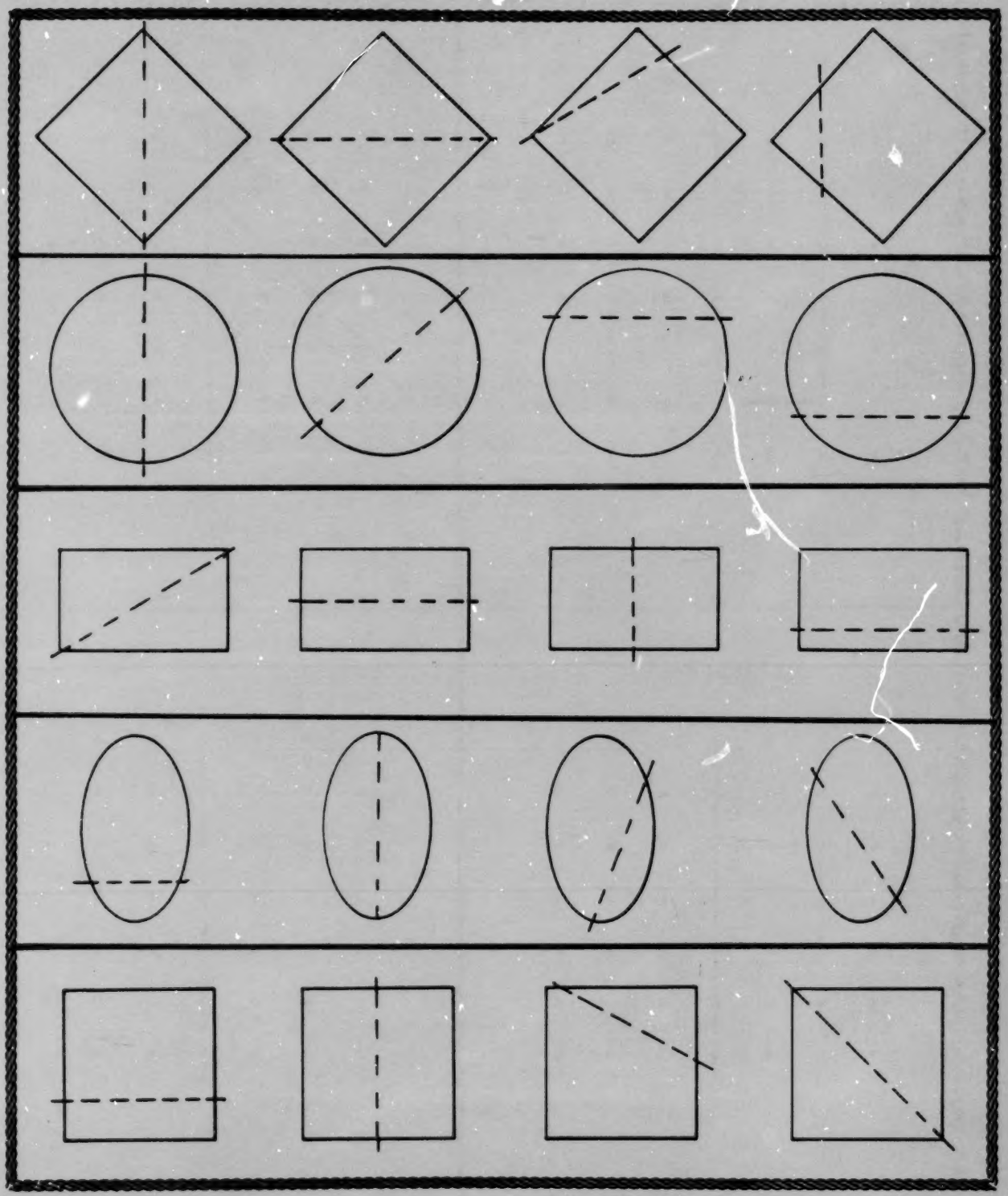
Draw the matching half on the dot paper.



P.O. 1.09.03.02

NAME: _____ CLASS: _____ DATE: _____

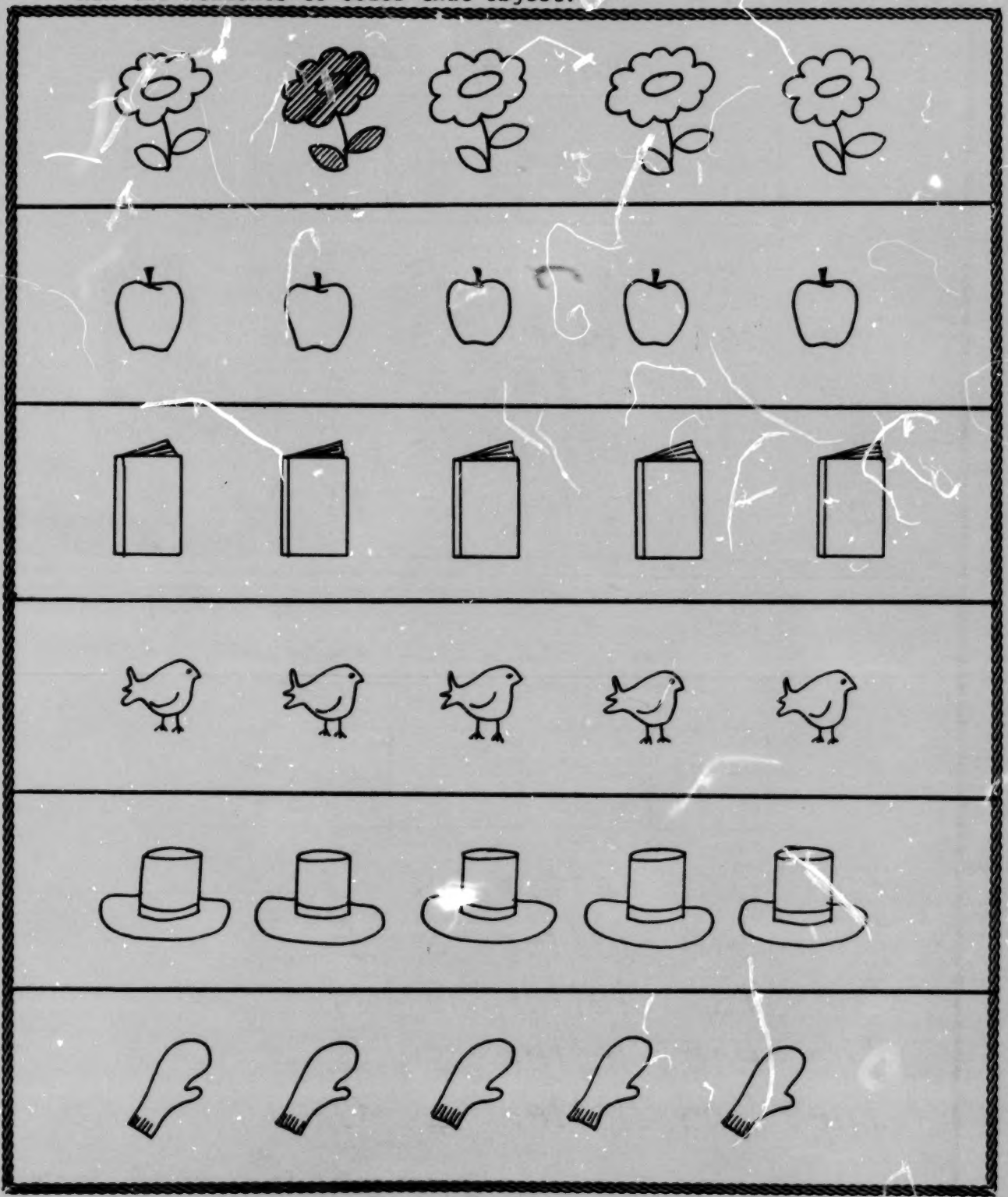
Draw an X on the shapes that show that both pieces are exactly the same.



P.O. 1.01.11.01

NAME: _____ CLASS: _____ DATE: _____

DIRECTIONS TO TEACHER:
Name an object in each row by its ordinal position.
Ask the students to color that object.



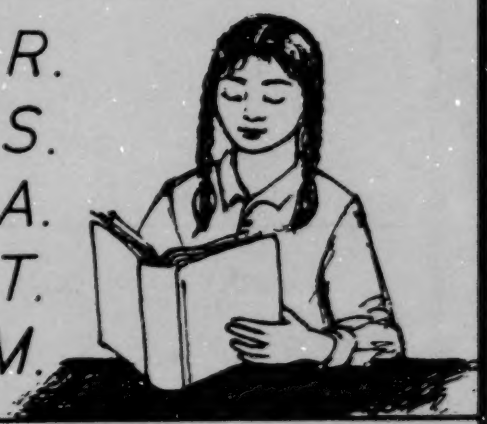
P.O. 1.01.11.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Solve the puzzle.
Ask the students to recite the position of each letter in the answer.

What are you?

The 4th letter is R.
The 1st letter is S.
The 3rd letter is A.
The 5th letter is T.
The 2nd letter is M.



You live in this.

The 3rd letter is U.
The 5th letter is E.
The 1st letter is H.
The 4th letter is S.
The 2nd letter is O.

P.O. 1.01.11.03

NAME: _____ CLASS: _____ DATE: _____

Match the number to the ordinal word.

1	2	3	4	5
first	second	third	fourth	fifth

DRAW A LINE

1	first
2	second
3	third
4	fourth
5	fifth

DRAW A LINE

first	3
second	4
third	1
fourth	5
fifth	2

P.O. 1.01.11.04

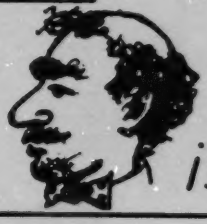
NAME: _____ CLASS: _____ DATE: _____

Fill in the blank spaces by following the direction given.

WAITING ON LINE

____st ____nd ____rd ____th ____th

is____ is____ is____



is____ is____

A SIDEWALK VIEW

____st ____nd ____rd ____th ____th

is____ is____ is____

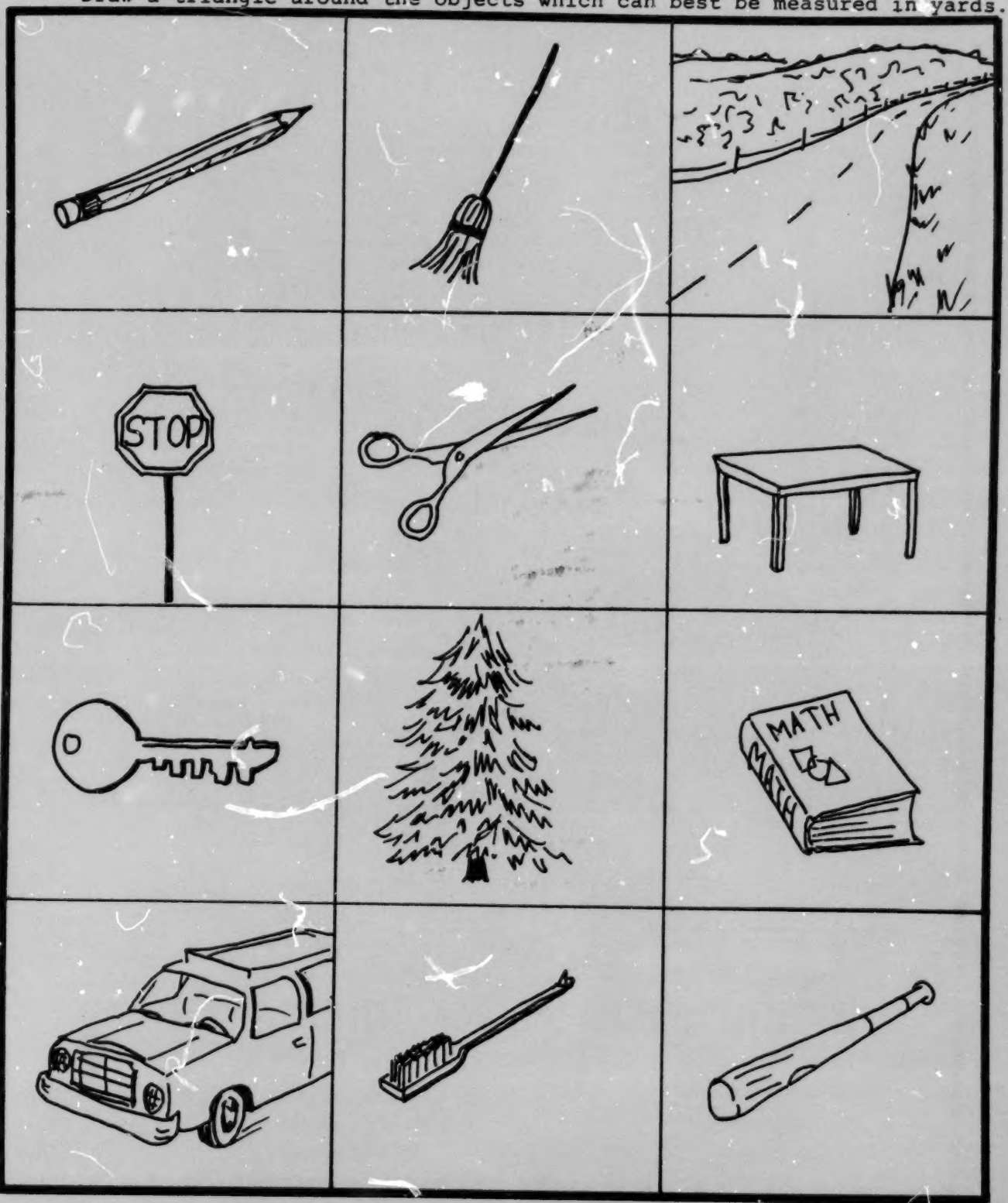
is____ is____

124

P.O. 1.10.12.01

NAME:_____ CLASS:_____ DATE:_____

Draw an X on the objects which can best be measured in inches.
Circle the objects which can best be measured in feet.
Draw a triangle around the objects which can best be measured in yards.



P.O. 1.10.12.02

NAME:_____ CLASS:_____ DATE:_____

Read the story. Fill in the blanks with measures of each part of your body to the nearest inch, foot or yard.
DIRECTIONS FOR TEACHER: Distribute rulers or tape measure.

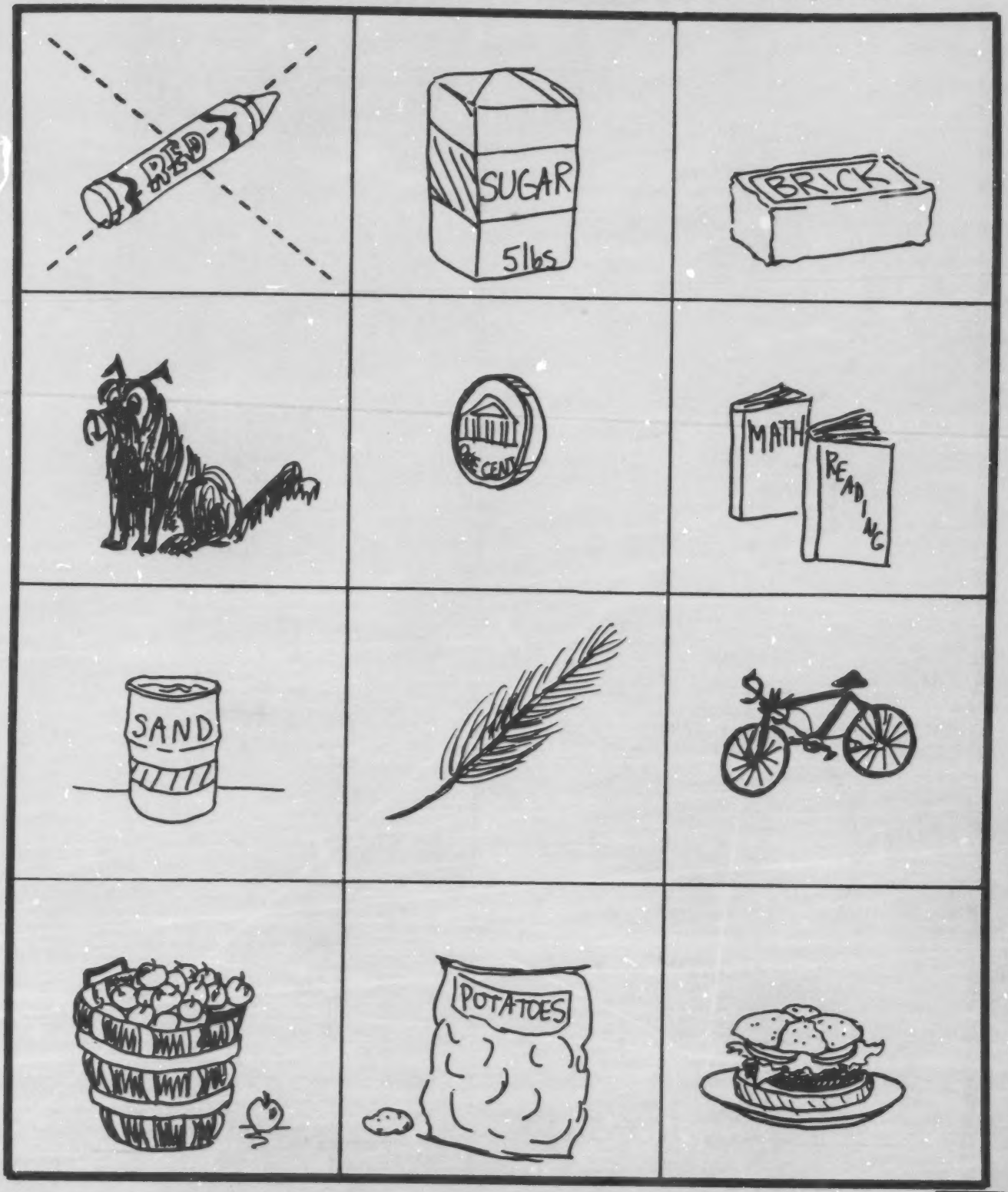
Measures of Me

My name is_____. I am in the _____ grade. My is about _____ inch(es) long. My is about____ inch(es) long. My is about____ inch(es) long. My is about____ inch(es) long. My is about____ feet. I am about _____ feet tall. And these are all measures of me.

P.O. 1.10.12.03

NAME: _____ CLASS: _____ DATE: _____

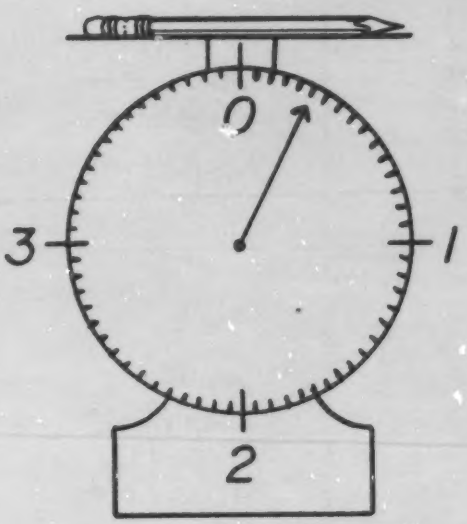
Draw an X on the objects whose weight can best be measured in ounces.
Circle the objects whose weight can best be measured in pounds.



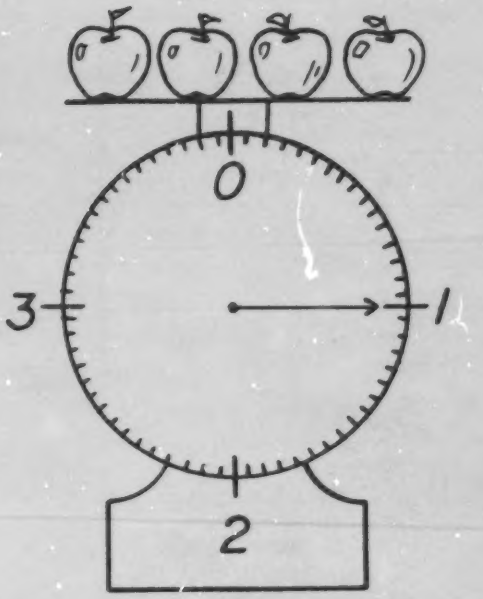
P.O. 1.10.12.04

NAME: _____ CLASS: _____ DATE: _____

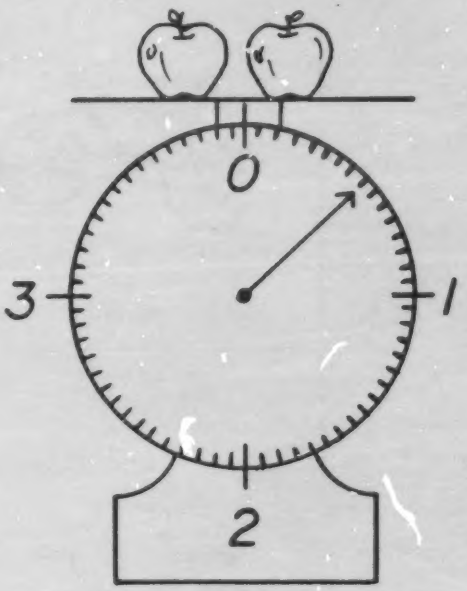
What is the weight of each object to the nearest ounce or pound?



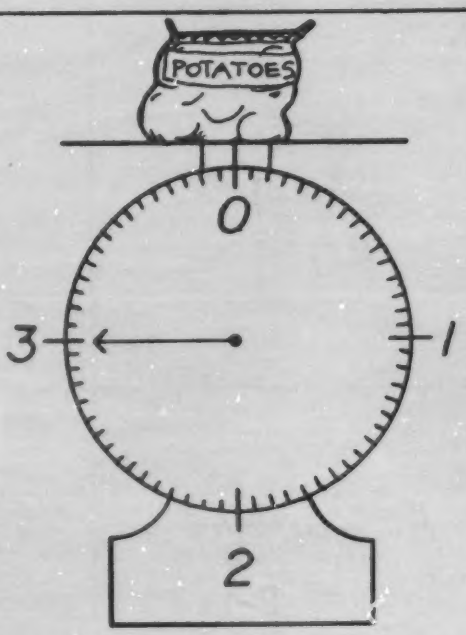
5 ounces



___ pound



___ ounces

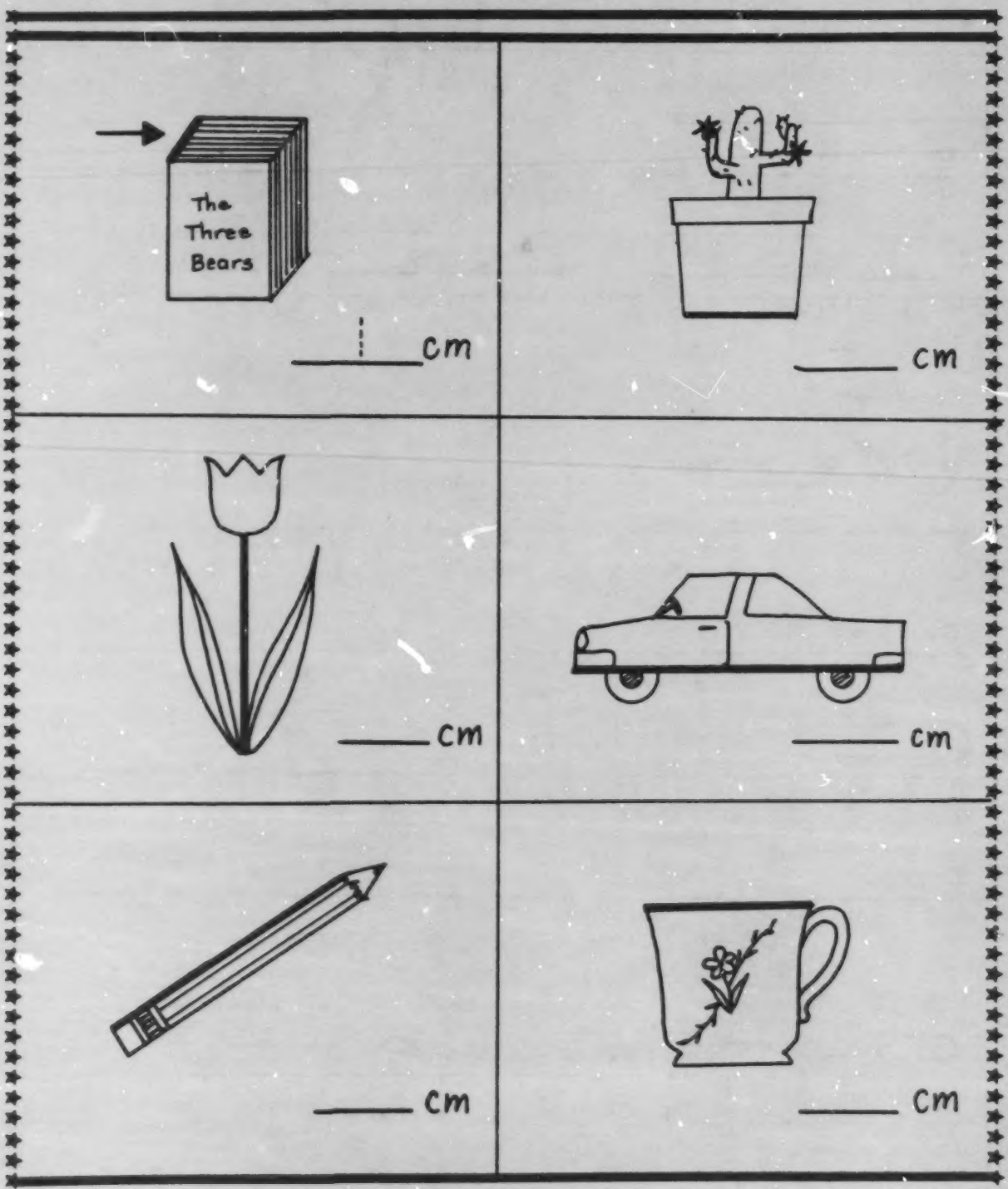


___ pounds

P.O. 1.10.13.01

NAME: _____ CLASS: _____ DATE: _____

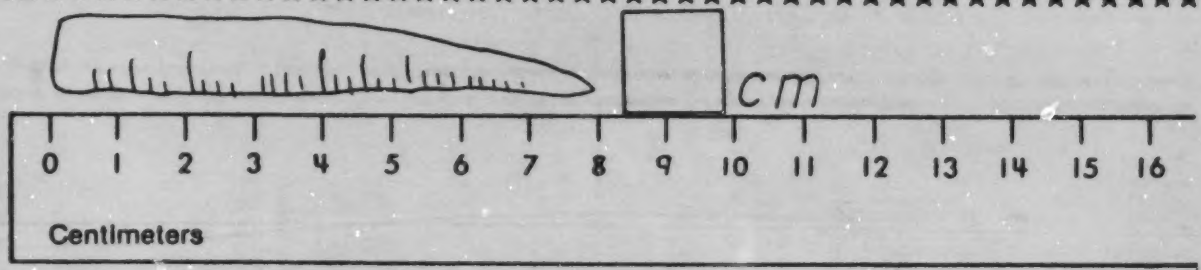
Use your centimeter ruler. Measure the dark line in each picture. Write the length on the line below each picture.

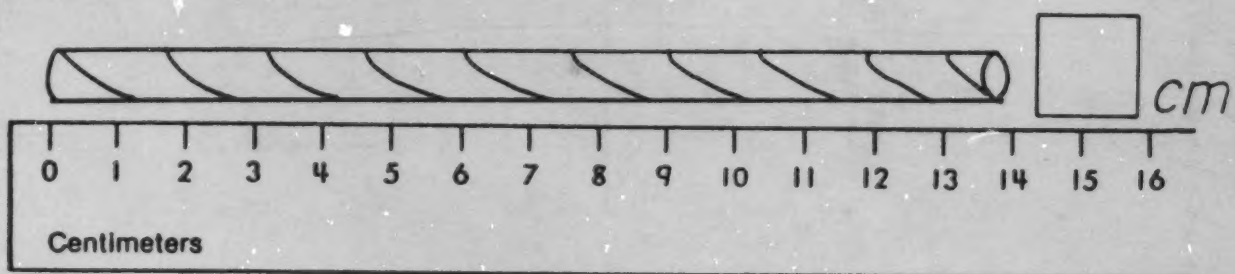


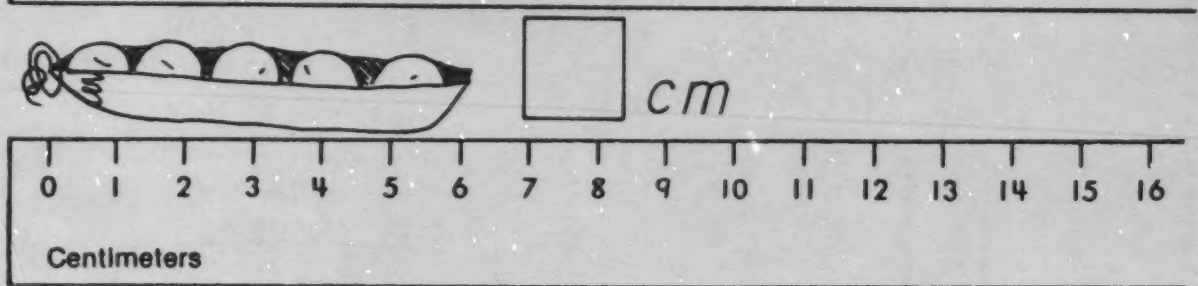
P.O. 1.10.13.02

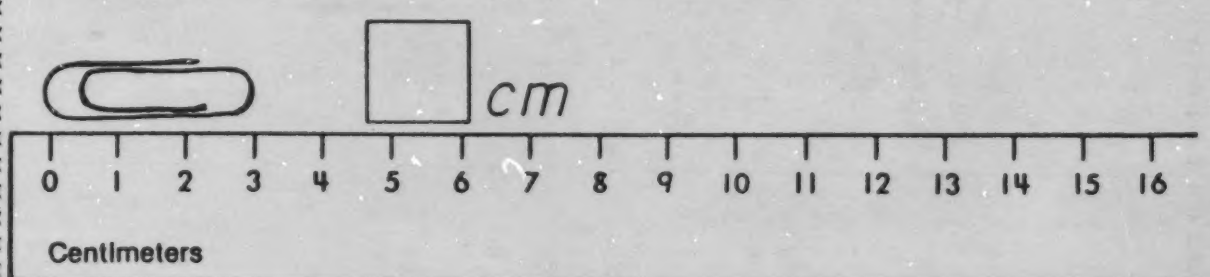
NAME: _____ CLASS: _____ DATE: _____

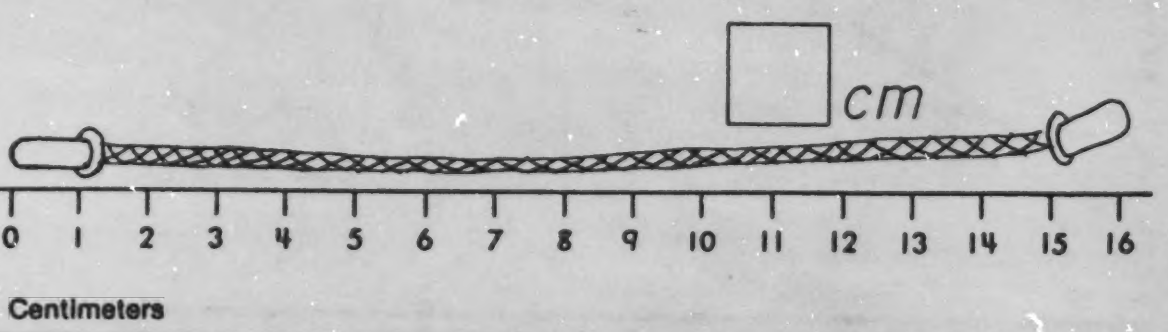
How many centimeters long is each object?







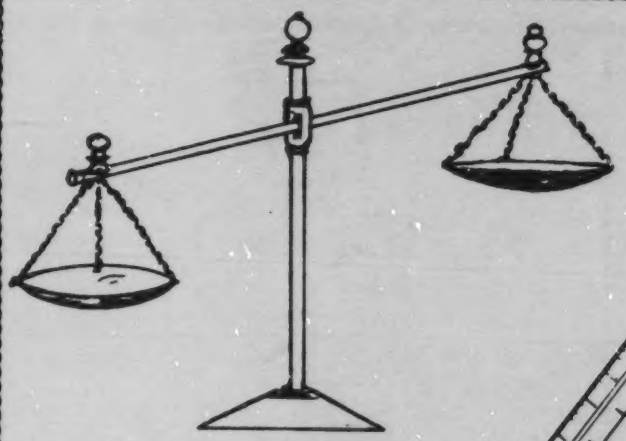


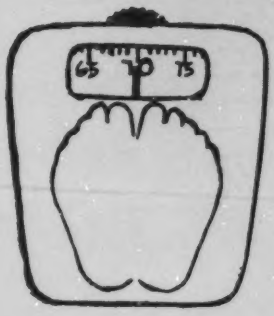


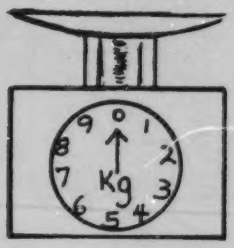
P.O. 1.10.13.03

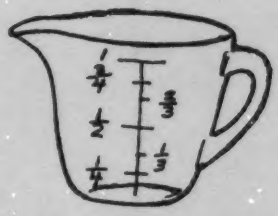
NAME: _____ CLASS: _____ DATE: _____

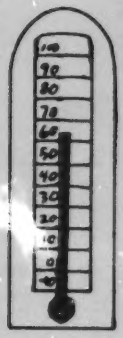
Place an X on the items which can measure weight in kilograms.







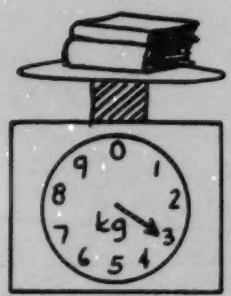




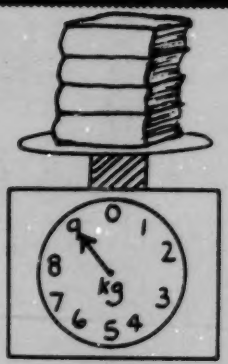
P.O. 1.10.13.04

NAME: _____ CLASS: _____ DATE: _____

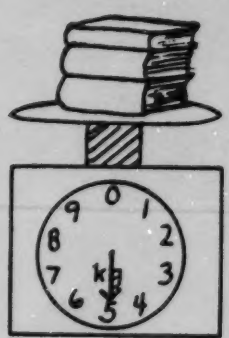
Read the metric scales.
Write each weight on the line.



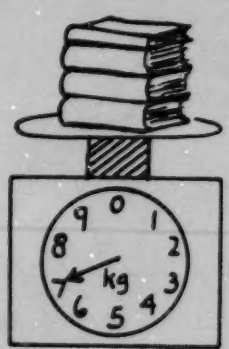
3 kg



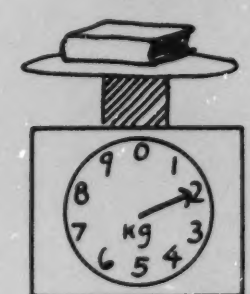
_____ kg



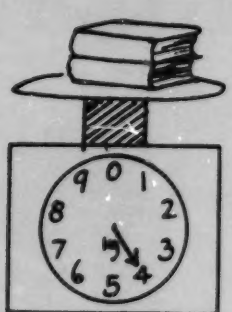
_____ kg



_____ kg



_____ kg

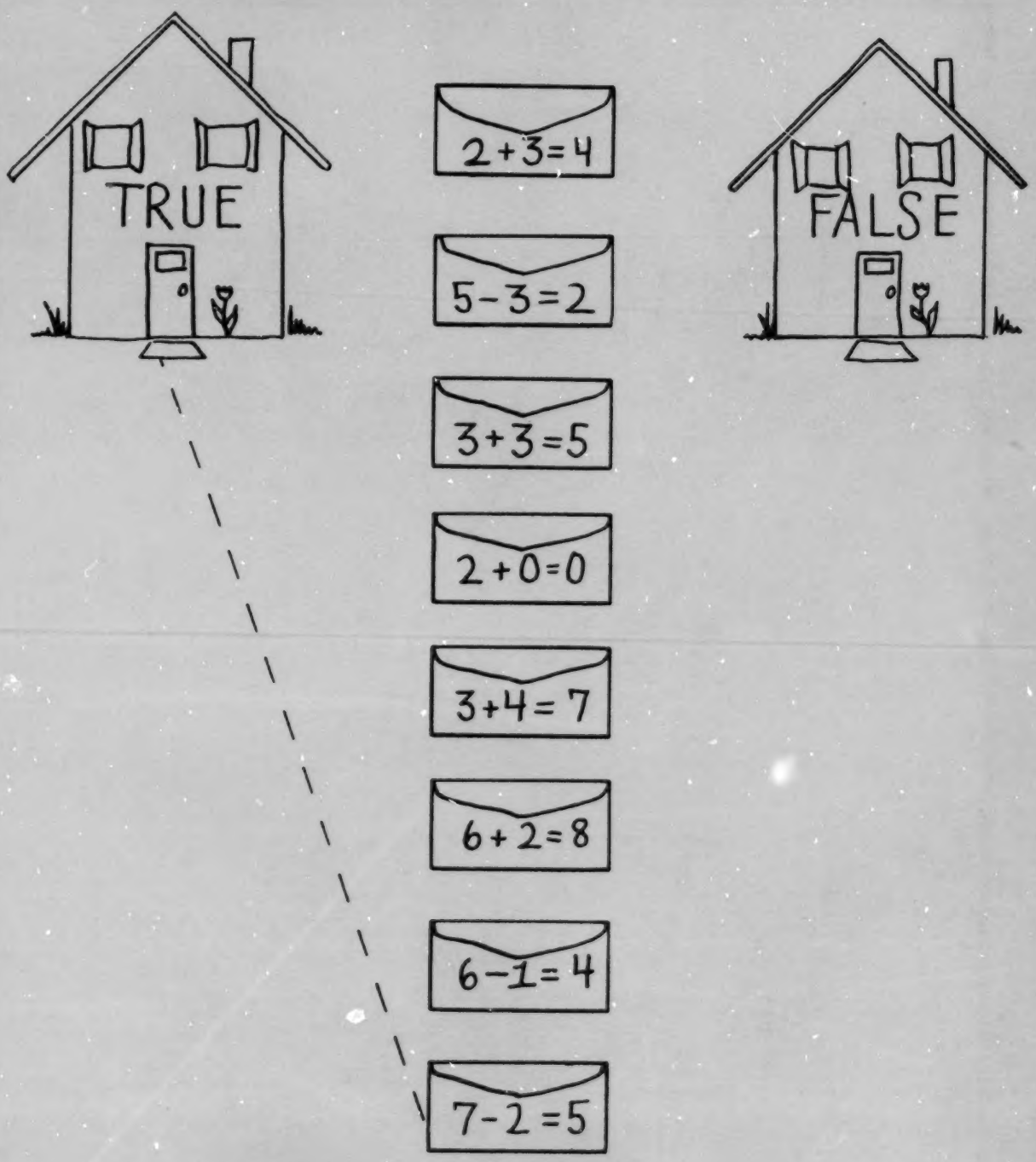


_____ kg

P.O. 1.11.01.01

NAME:_____ CLASS:_____ DATE:_____

Deliver each envelope to the correct house.



P.O. 1.11.01.02

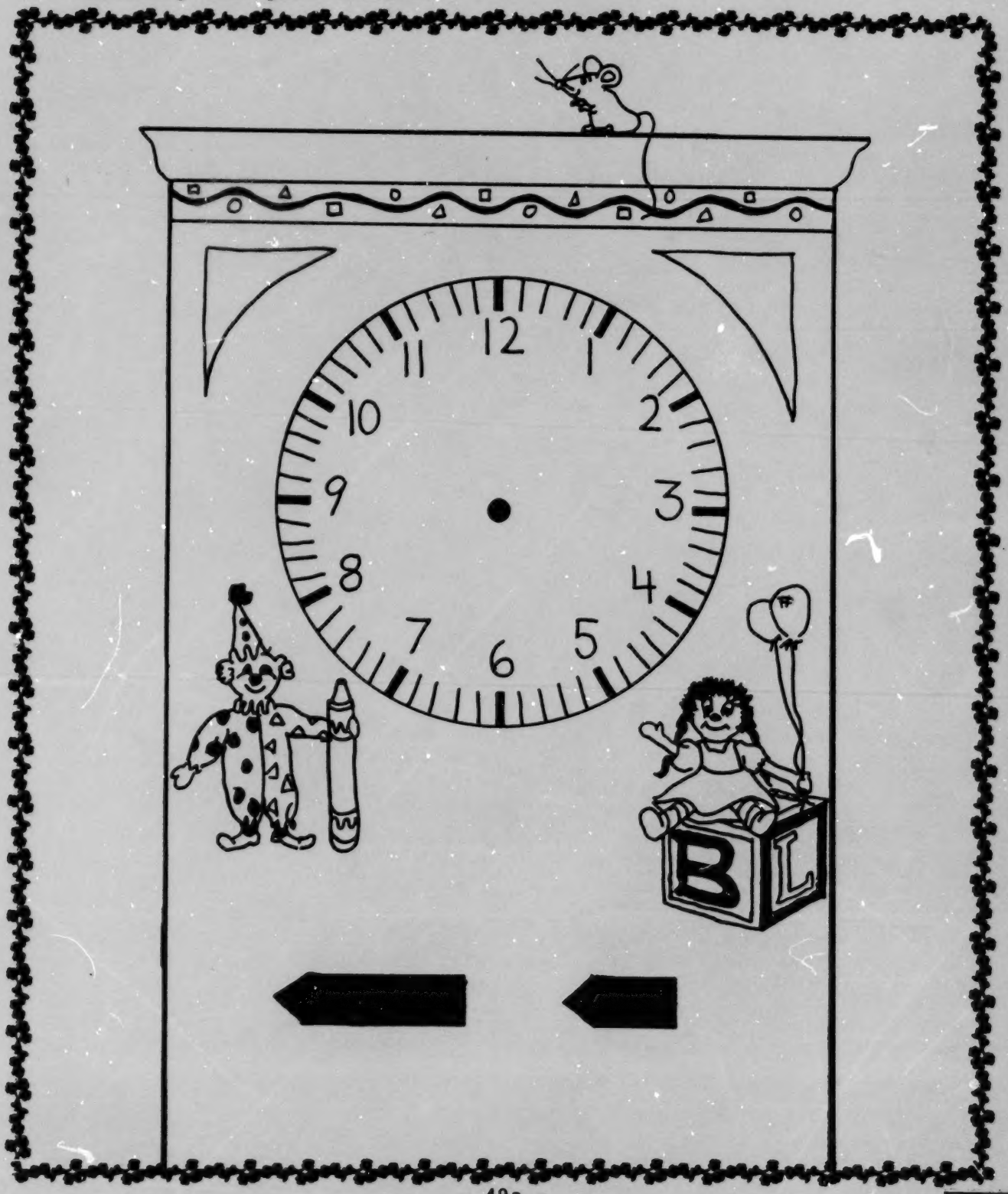
NAME: _____ CLASS: _____ DATE: _____

Complete each number sentence to make it true.

P.O. 1.10.1; 2.1

NAME:_____ CLASS:_____ DATE:_____

Cut out the arrows. Use them as the hands of the clock to identify time past the hour.

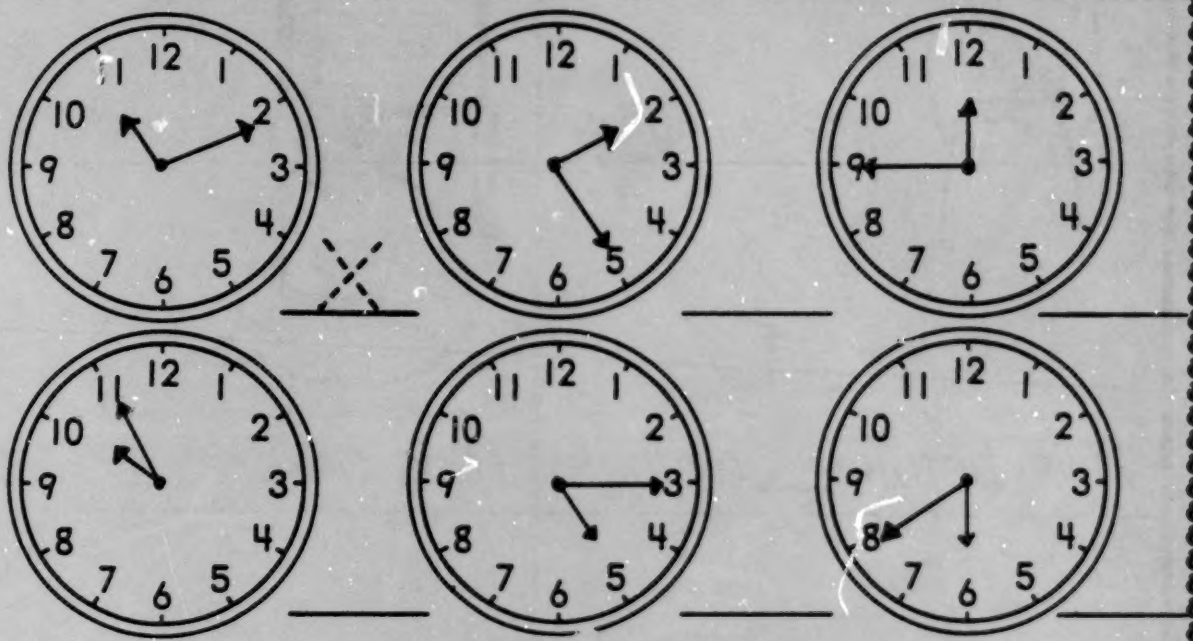


P.O. 1.10.14.01

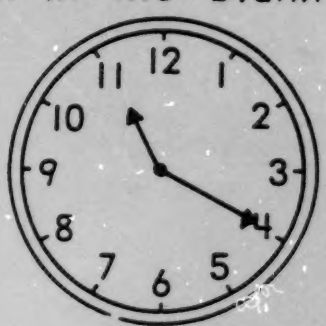
NAME: _____ CLASS: _____ DATE: _____

Put an X near each clock which shows the time past the hour.

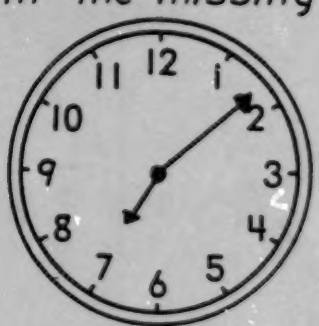
Melissa said, "Hurry up. The movie started at 1 o'clock. It is past 1 o'clock."



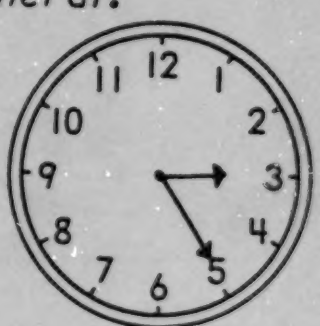
Fill in the blank with the missing numeral.



It is past ___ o'clock.



It is past ___ o'clock.

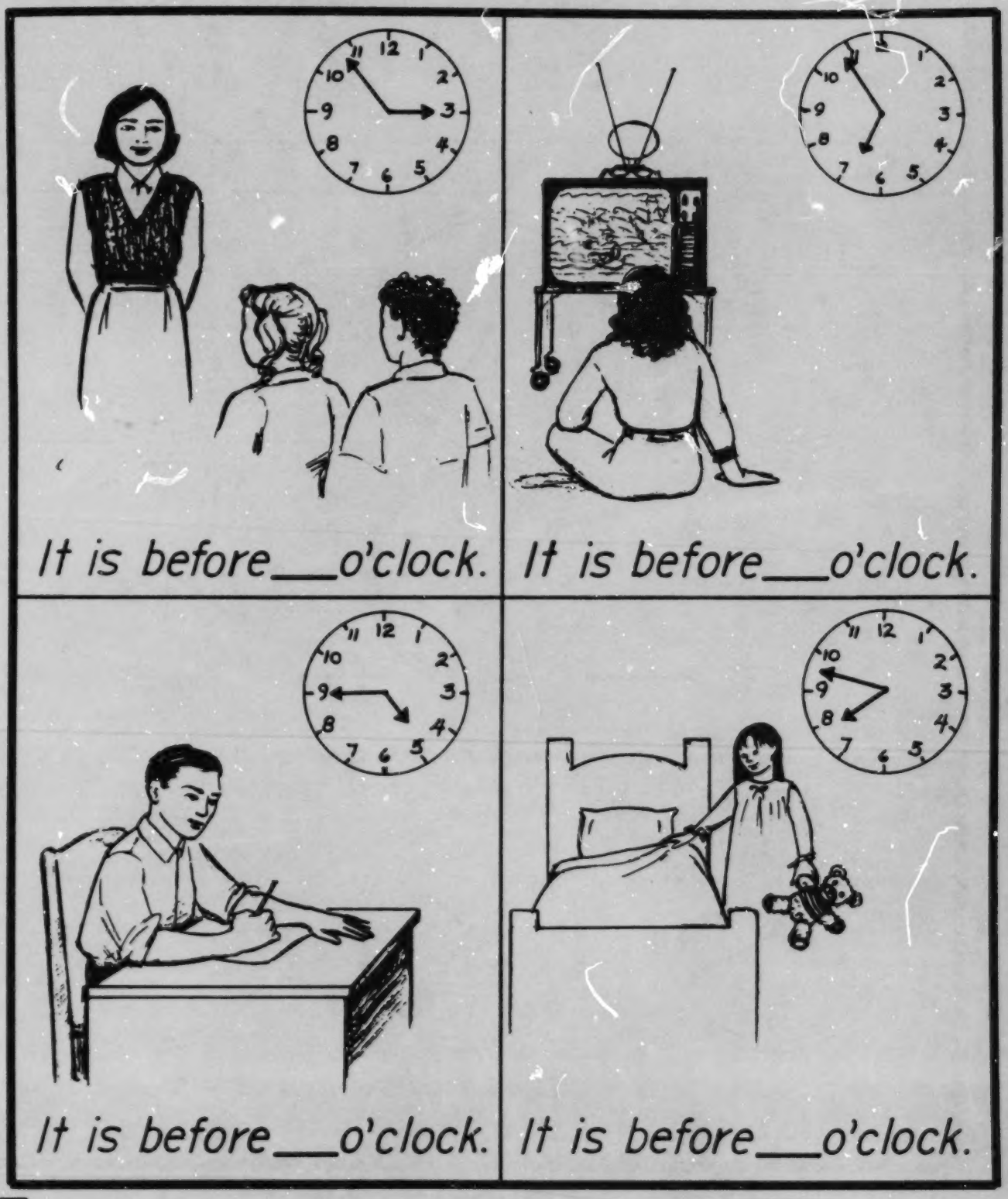


It is past ___ o'clock.

P.O. 1.10.14.02

NAME:_____ CLASS:_____ DATE:_____

Fill in the missing time.



It is before___o'clock.

It is before___o'clock.

It is before___o'clock.

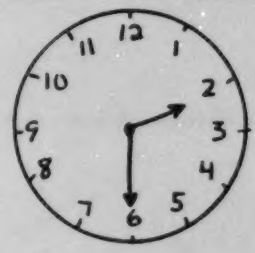
It is before___o'clock.

P.O. 1.10.14.03

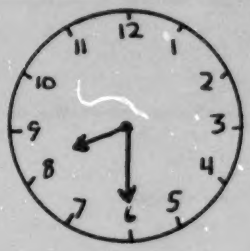
NAME: _____ CLASS: _____ DATE: _____

Circle the correct time.

3:30



2:30 6:30 12:30



7:30 8:30 10:30

3:30 4:30 1:30

12:30 10:30 11:30

4:30

3:30 5:30 4:30

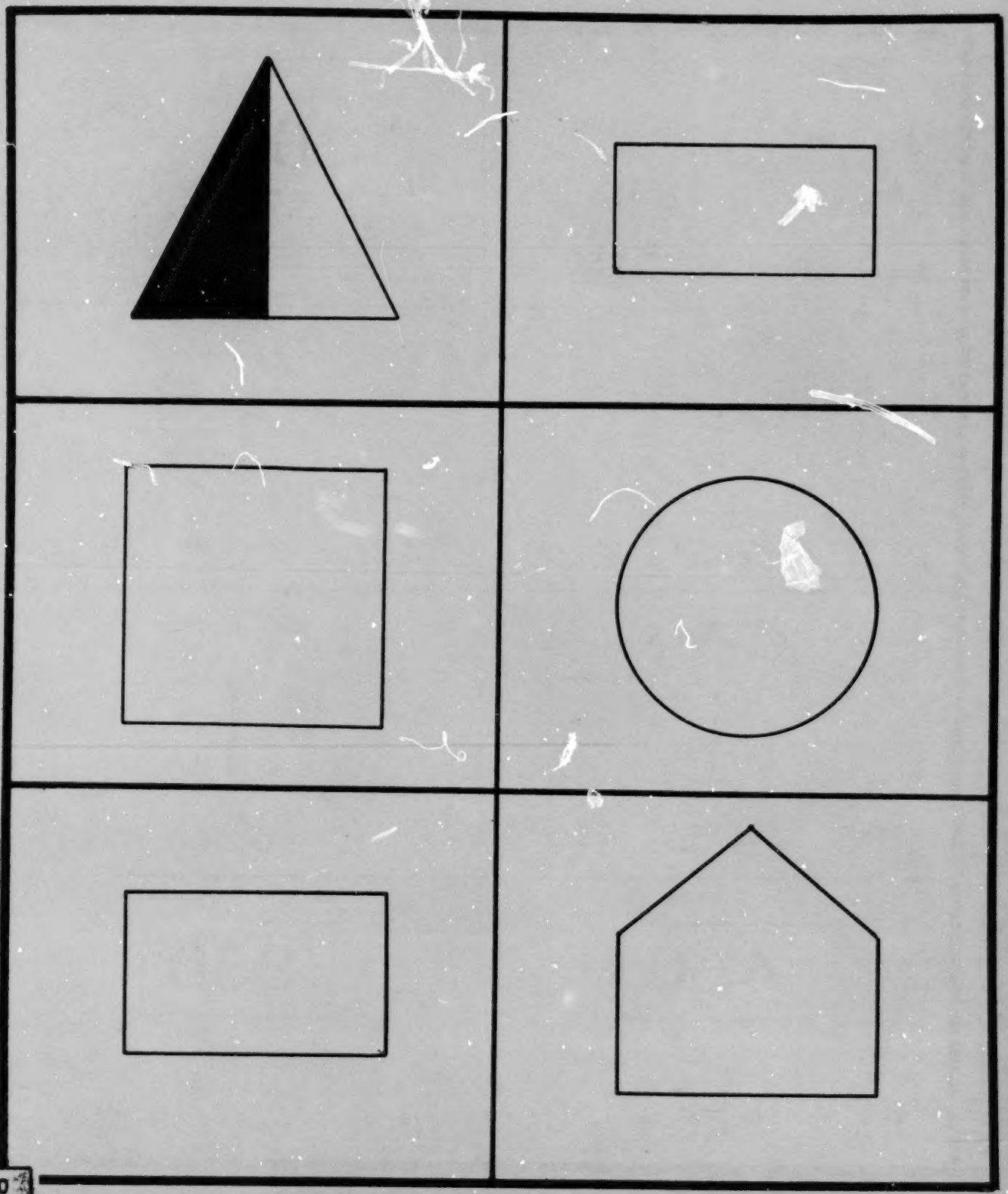
9:30

11:30 1:30 9:30

P.O. 1.06.01.01

NAME: _____ CLASS: _____ DATE: _____

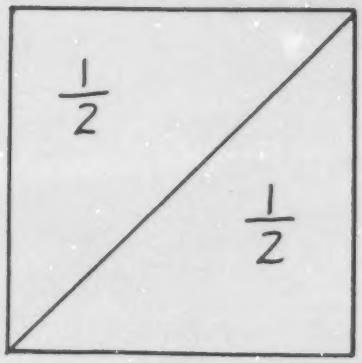
Draw a line to separate each object into halves.
Color one half red.



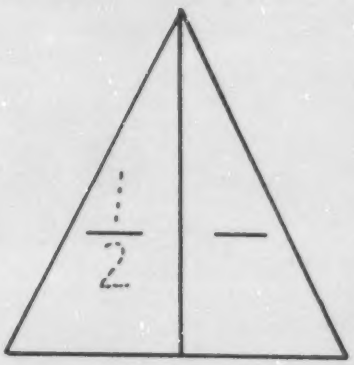
P.O. 1.06.01.02

NAME: _____ CLASS: _____ DATE: _____

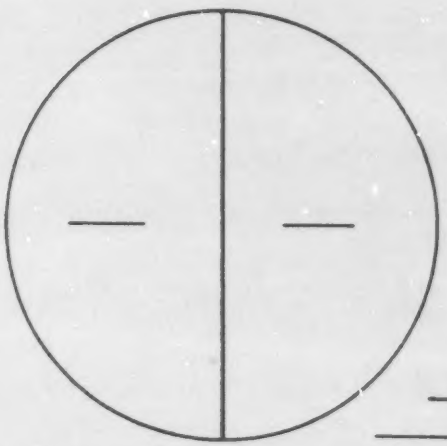
Look at each shape. Label each part.
Write the symbol for the whole picture.
Color one half of each shape blue and one half red.

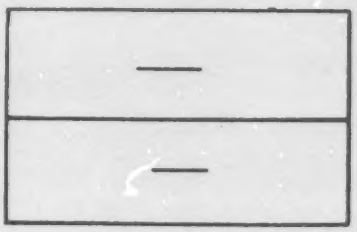


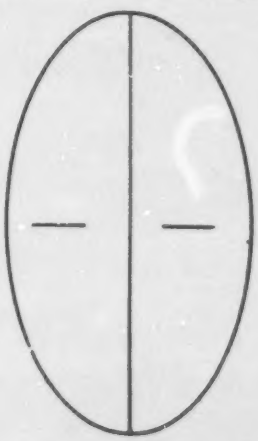
2/2

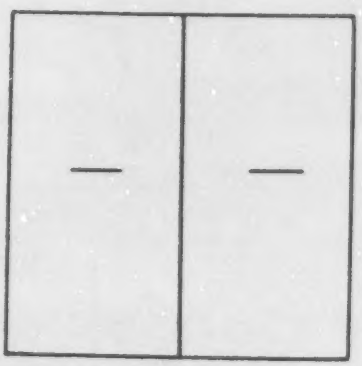


2/2









P.O. 1.06.01.03

NAME:_____ CLASS:_____ DATE:_____

Read and solve each story problem.

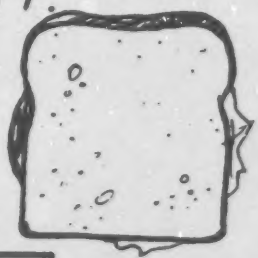
Tom has a .
He gave to John.
Color the part Tom has left.

Tom has ½ .
John has ½ .

I have an .
I gave to my sister.
Color the part I have left.

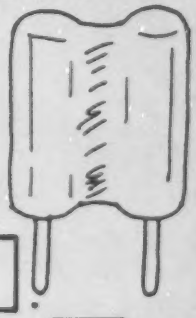
I have ☐ .
My sister has ☐ .

I brought a to school. I gave to Sue. Color the part I have left.



I have ☐ .
Sue has ☐ .

Father bought a .
He gave to my sister. Color the part father has left.

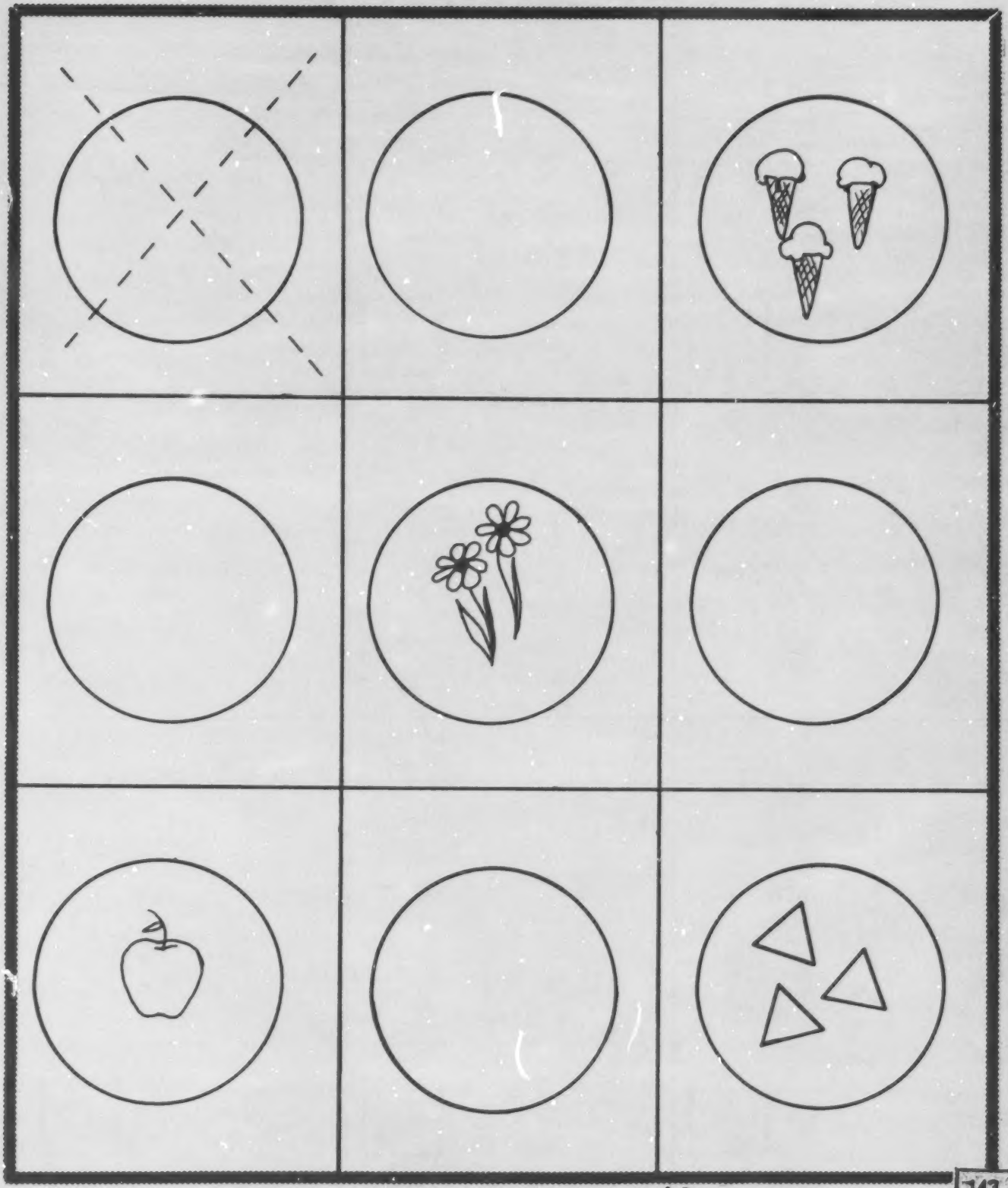


Father has ☐ .
My sister has ☐ .

P.O. 1.01.12.01

NAME: _____ CLASS: _____ DATE: _____

Place an X on the groups that have no objects.



P.O. 1.01.12.02

NAME: _____ CLASS: _____ DATE: _____

Write the correct numeral in each box.

144

P.O. 1.01.12.03

NAME:_____ _____CLASS:_____DATE:_____

Count the number of objects in each box.
Write the numeral. Circle the number word.

six zero one

one zero eight

zero seven four

eight nine zero

one zero six

five two nine

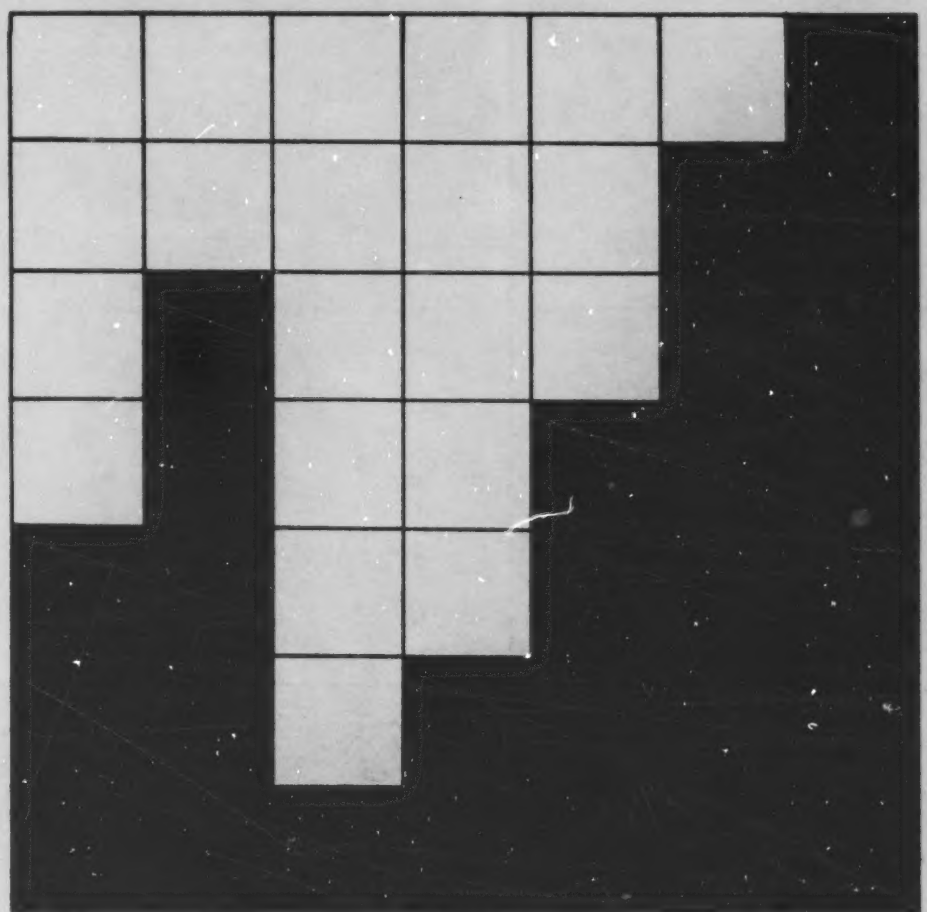
zero nine eight

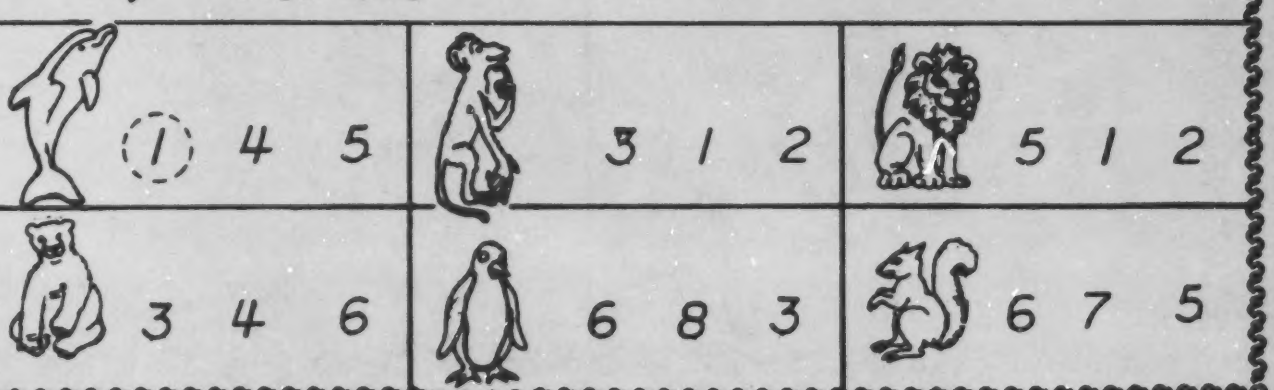
zero seven one

P.O. 1.12.02.01

NAME: _____ CLASS: _____ DATE: _____

Count the number of squares which are shaded.
Ring how many of each animal you count on the bar graph.



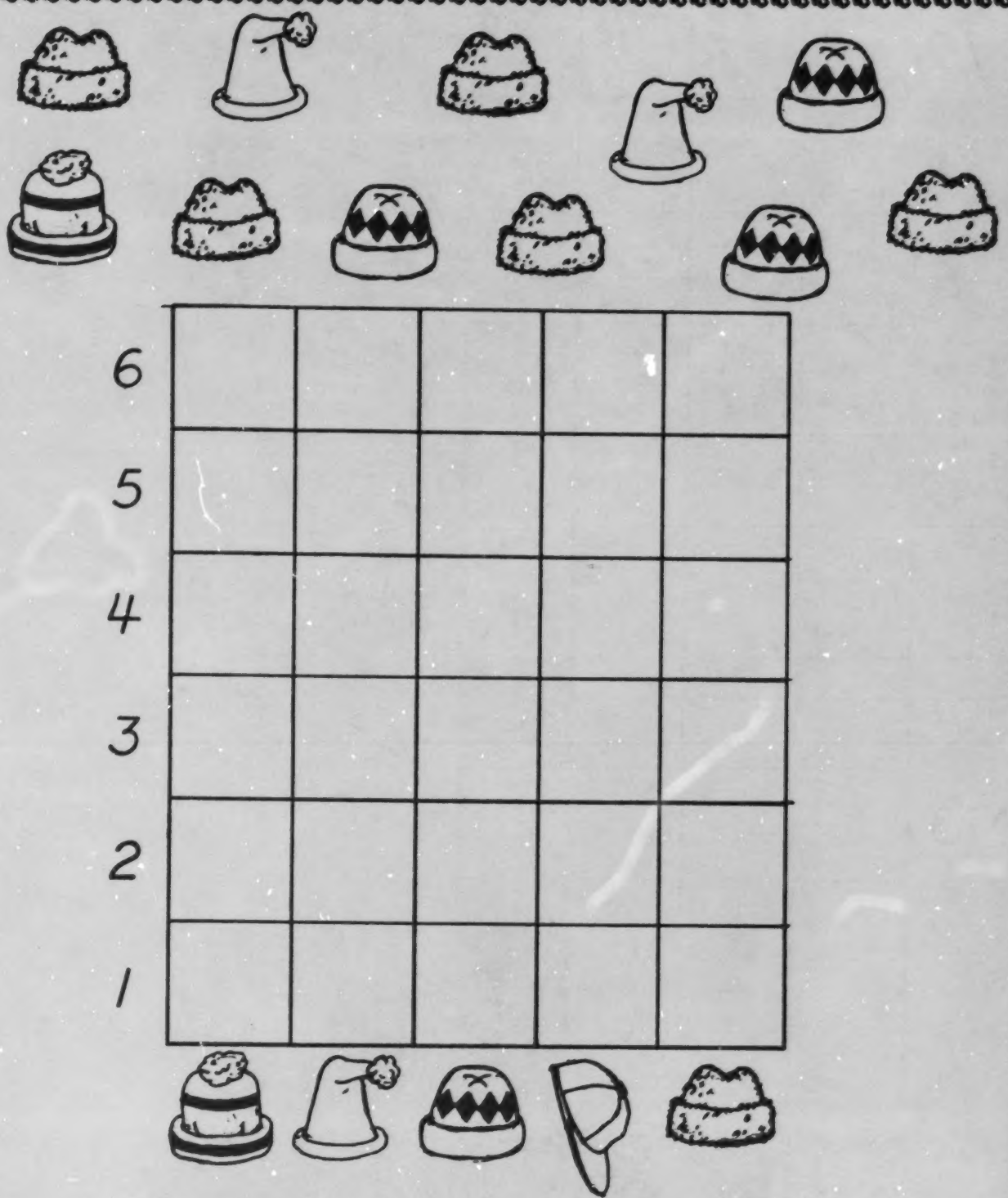


146

P.O. 1.12.02.02

NAME: _____ CLASS: _____ DATE: _____

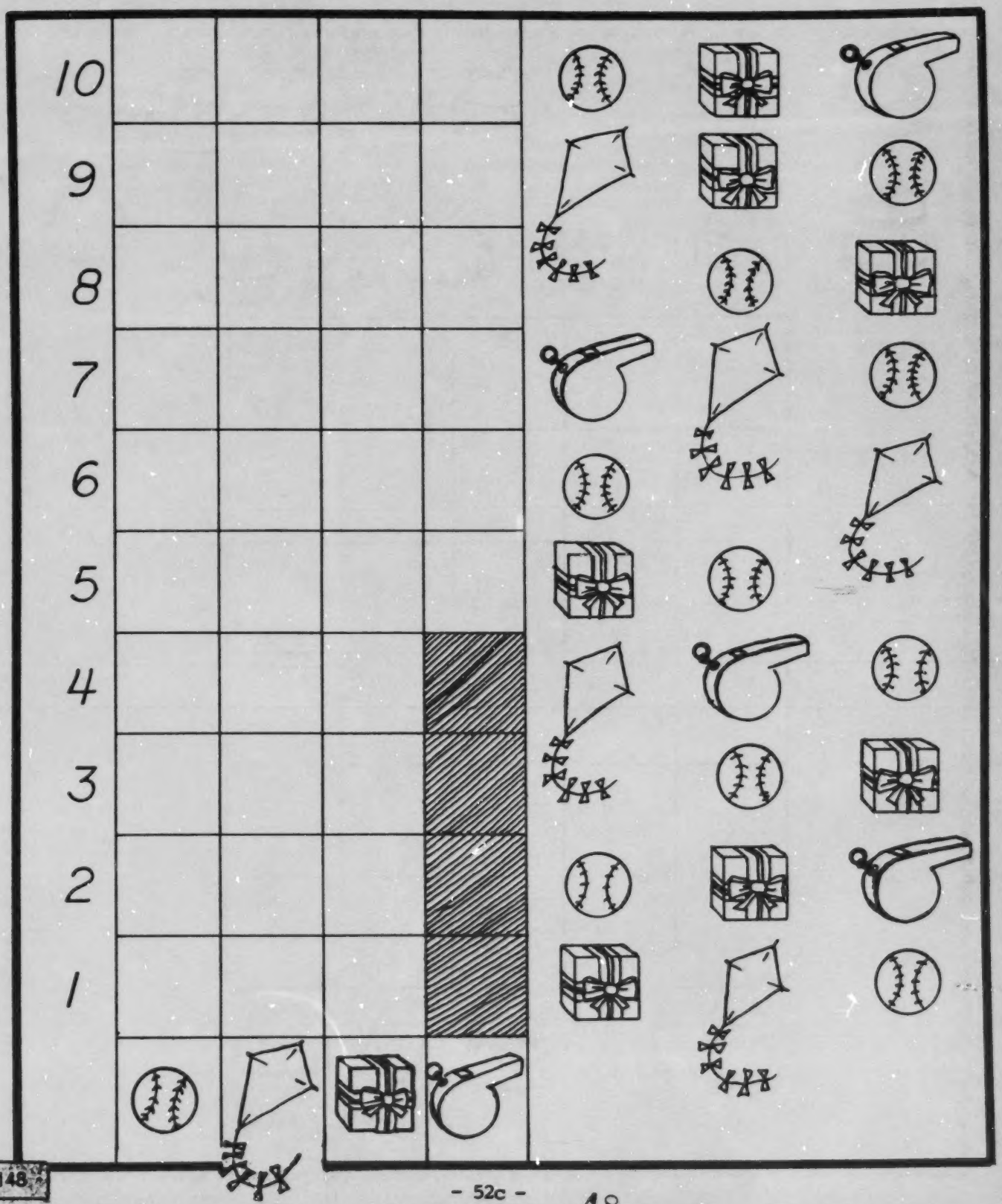
Count the number of each hat. Color the boxes to show how many.



P.O. 1.12.02.03

NAME: _____ CLASS: _____ DATE: _____

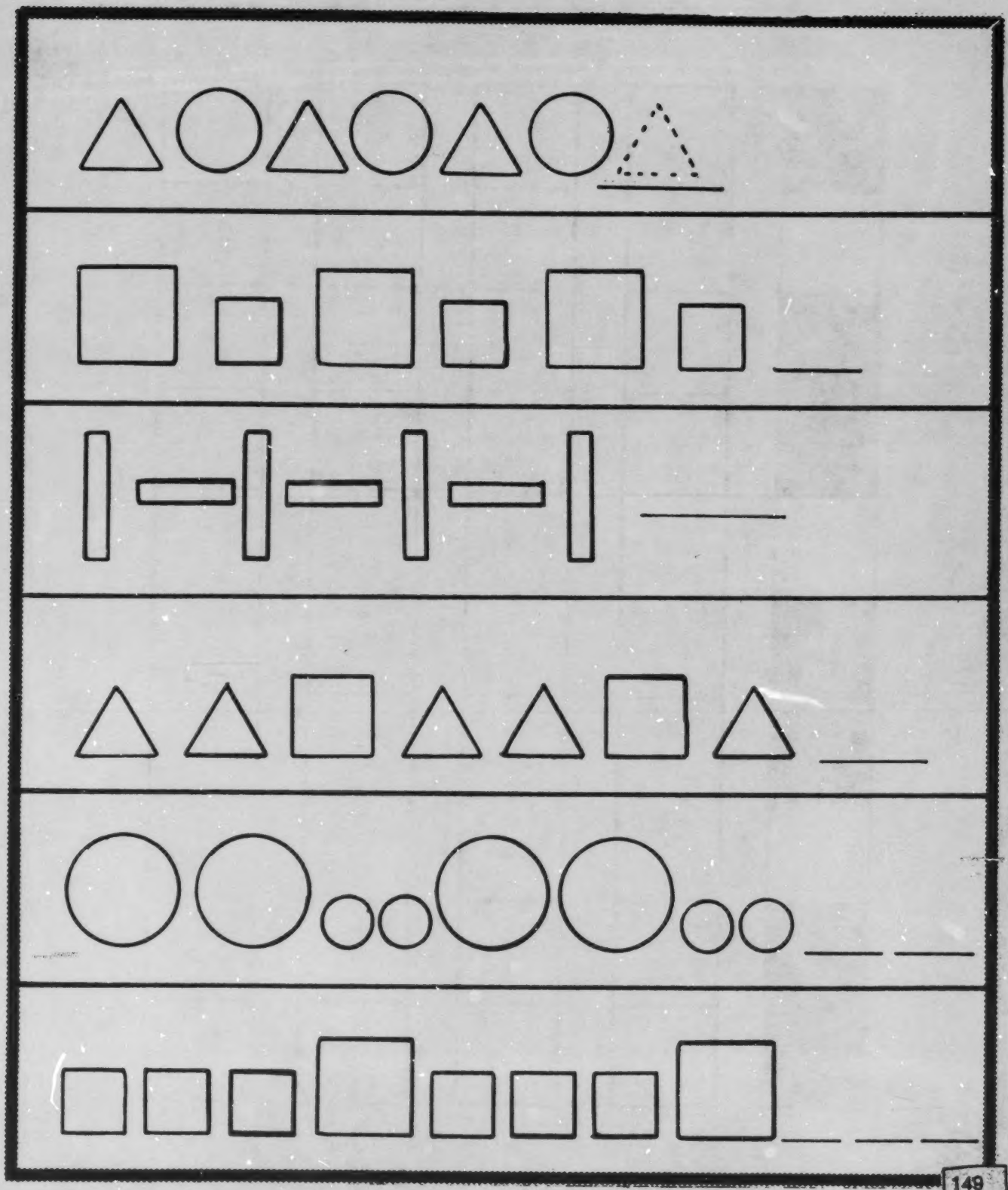
Count the number of each object shown on the graph.
Color the boxes to show how many.



P.O. 1.13.06.01

NAME: _____ CLASS: _____ DATE: _____

Look at each pattern. Draw the shape(s) that come next.

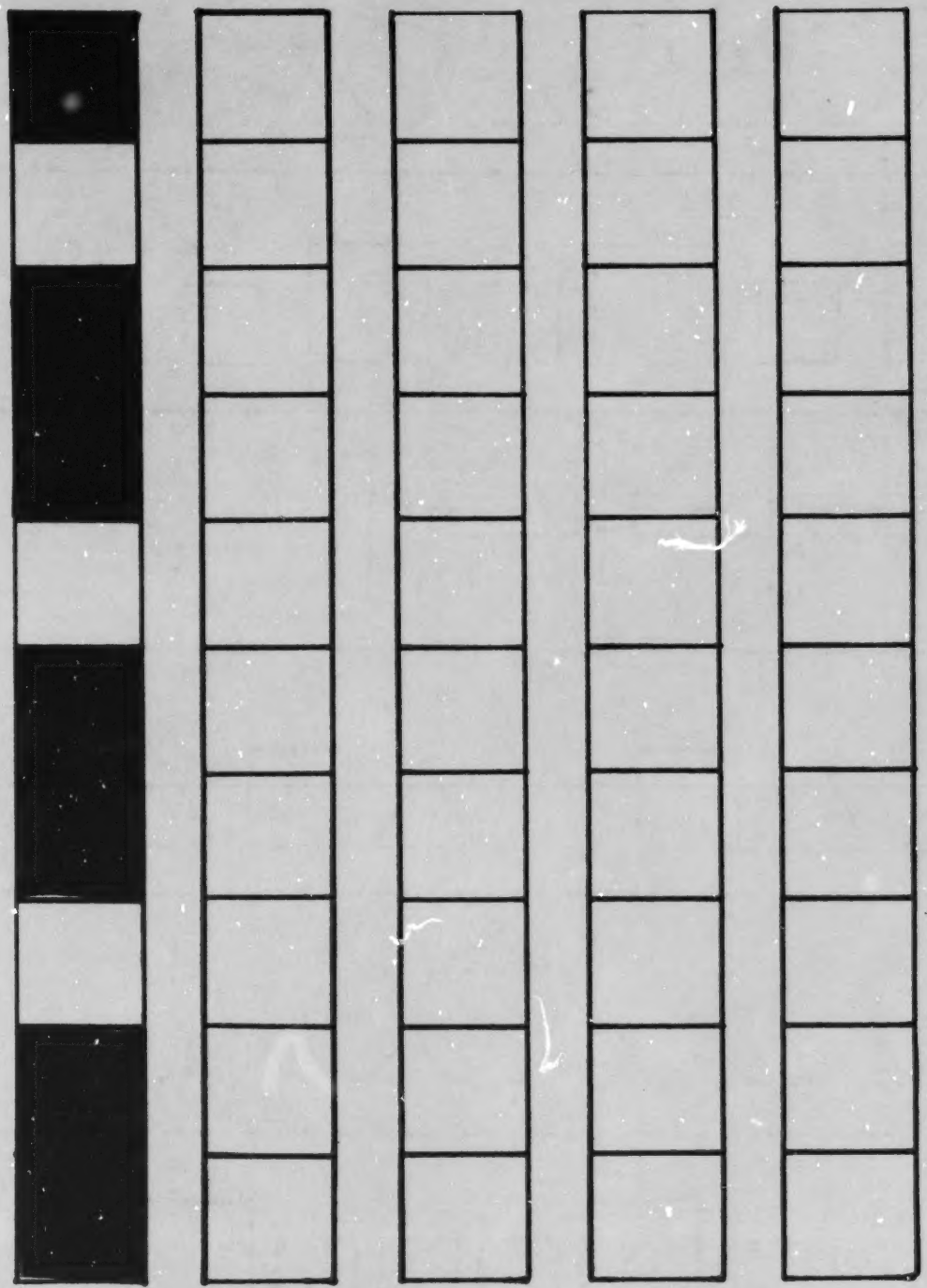


149

P.O. 1.13.06.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Use two different colored crayons.
Color the squares to make other patterns of your own.

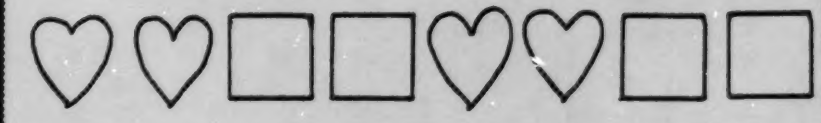
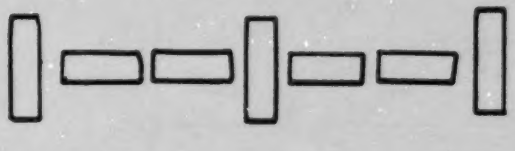
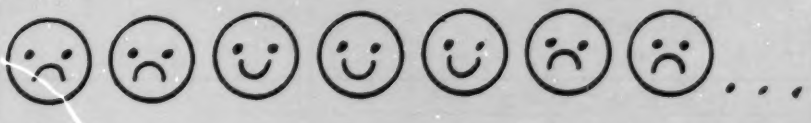
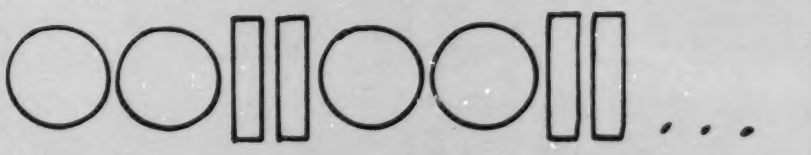


150

P.O. 1.13.06.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Look at the patterns. Write the numerals to describe the pattern.

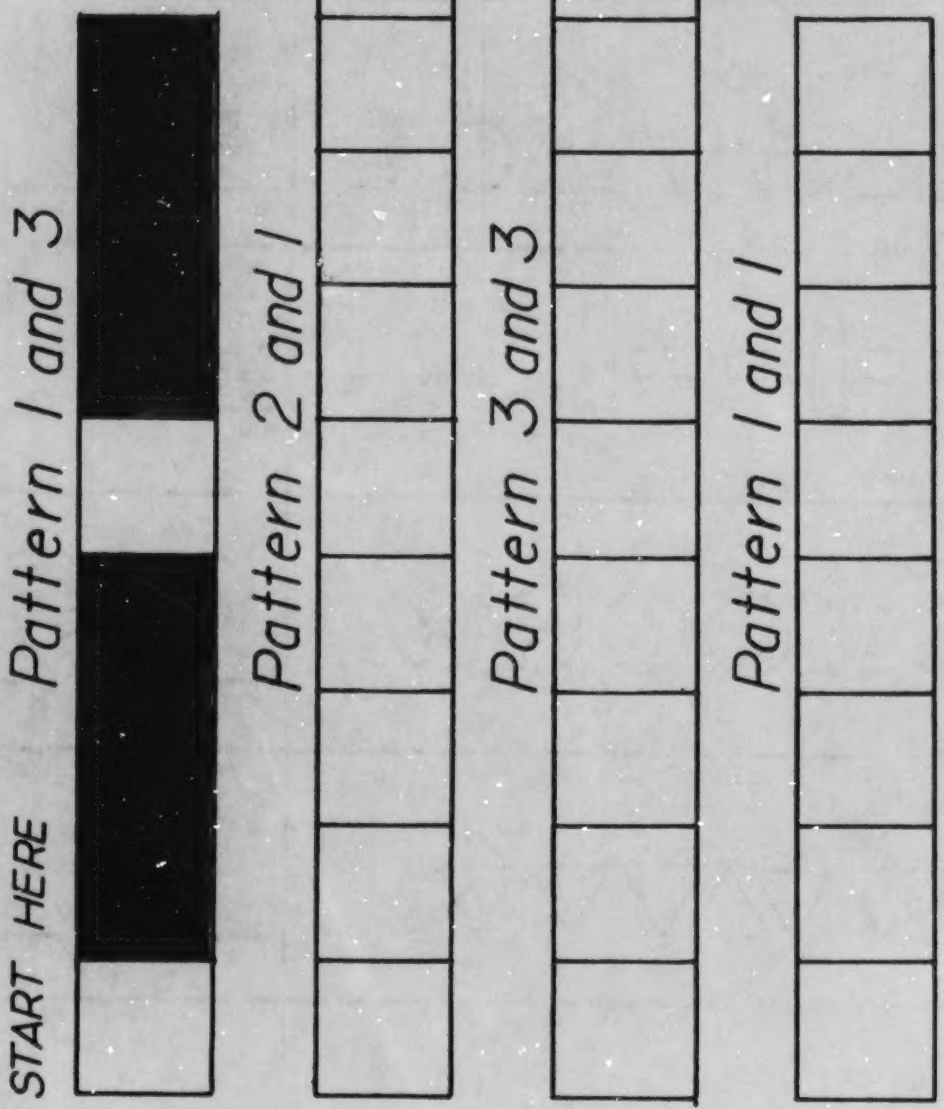
	2 ♡'s 2 □'s
	△'s ○'s
	▯'s ▭'s
	☹'s ☺'s
	△'s ▽'s
	○'s ▯'s

P.O. 1.13.06.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Use two different color crayons. Color the squares to make the pattern.

53



152

P.O. 1.13.06.03

NAME: _____ CLASS: _____ DATE: _____

Look at the grid. Fill in the missing numbers.
Tell about the patterns you found.

+	0	1	2	3	4	5
0	0	1		3	4	5
1	1		3	4	5	
2		3	4	5		
3	3	4	5			
4	4	5				
5	5					

P.O.1.13.06.03

NAME:_____ CLASS:_____ DATE:_____

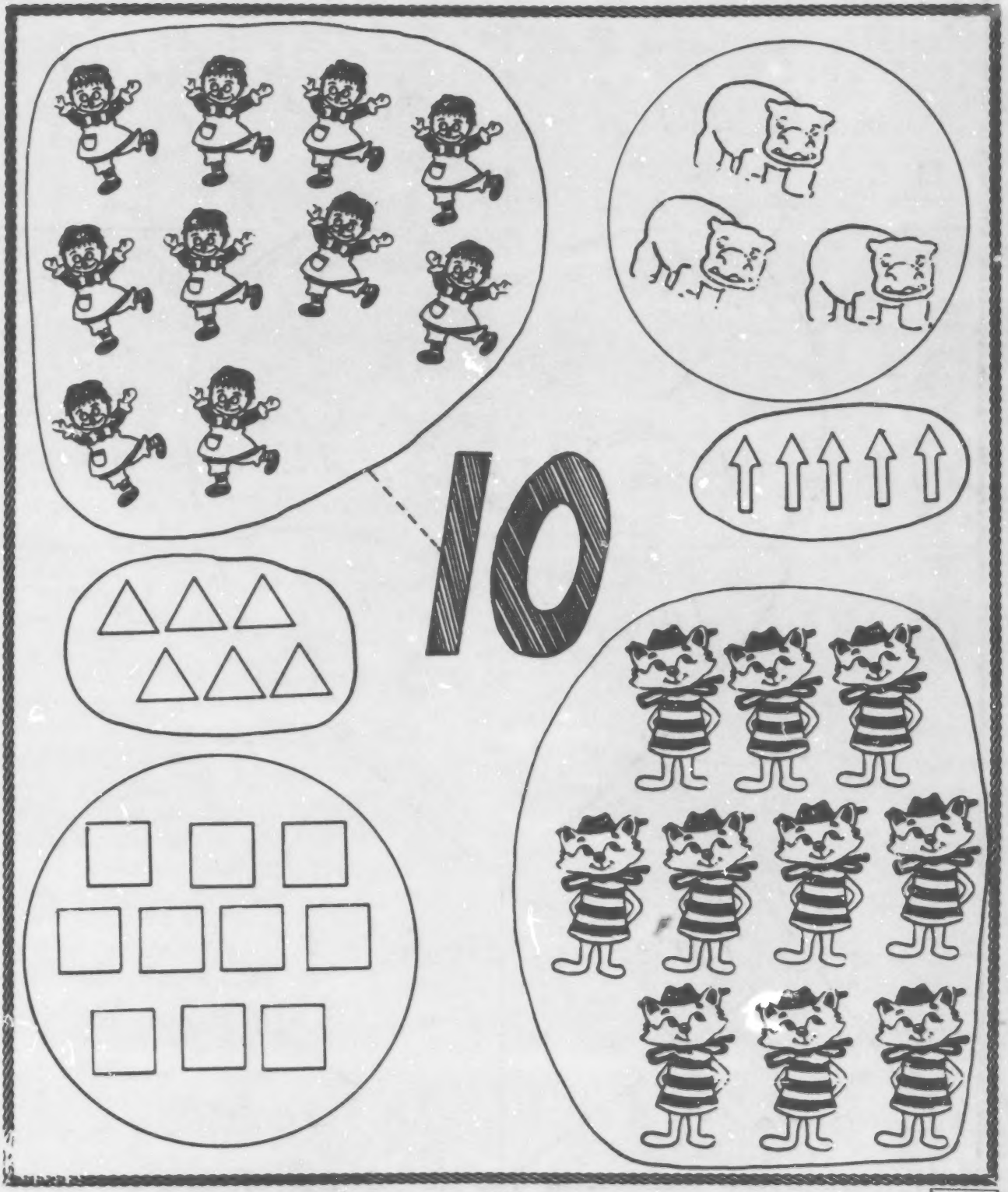
Look at the grid. Fill in the missing numbers to complete the pattern. Tell about the pattern you found.

-	0	1	2	3	4	5
5	5		3	2	1	0
4	4		2	1	0	
3	3		1	0		
2	2		0			
1	1					
0	0					

P.O. 1.01.13.01

NAME: _____ CLASS: _____ DATE: _____

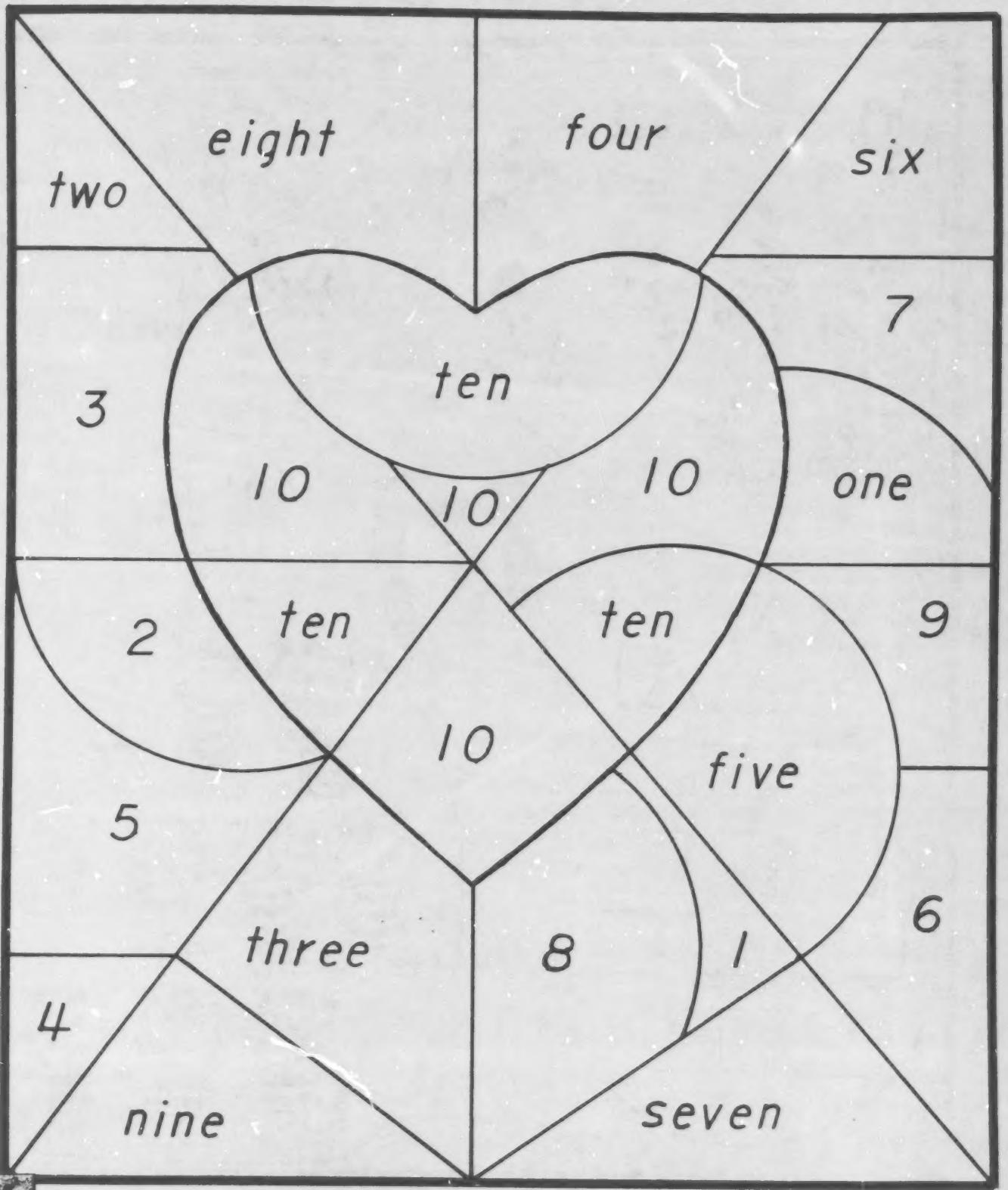
Draw a line from the numeral 10 to the groups with ten objects.



P.O. 1.01.13.02

NAME: _____ CLASS: _____ DATE: _____

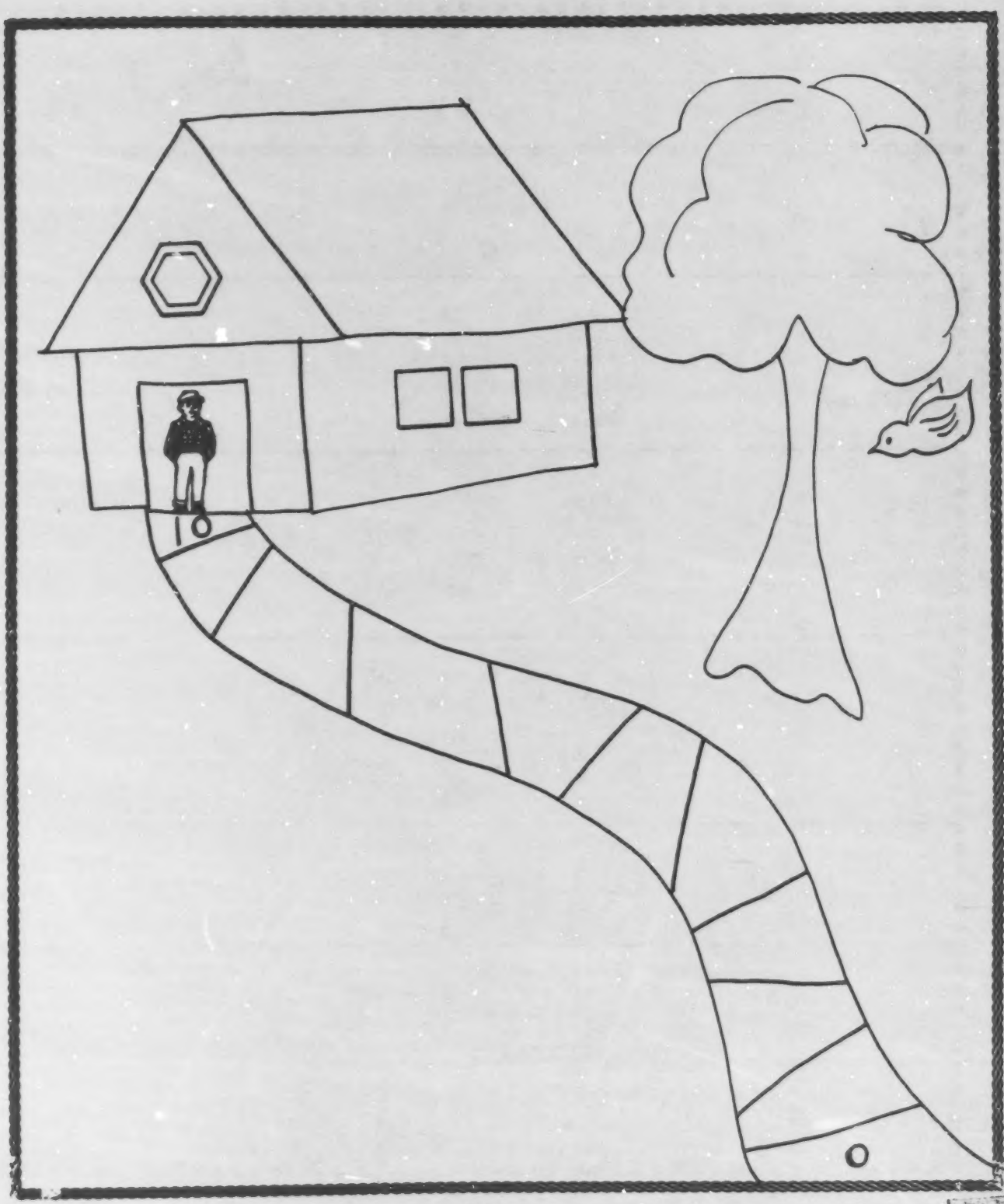
Use a red crayon to color all the names for 10.



P.O. 1.01.13.03

NAME: _____ CLASS: _____ DATE: _____

Help Mr. Buzz walk down the lane. Write the numerals on the path, starting with 10 going to 0.



P.O. 1.10.15.01

NAME: _____ CLASS: _____ DATE: _____

Count each set of coins.
Circle the correct answer.

Can you buy this toy? 10¢

You have (Yes) No

You have Yes No

You have Yes No

You have Yes No

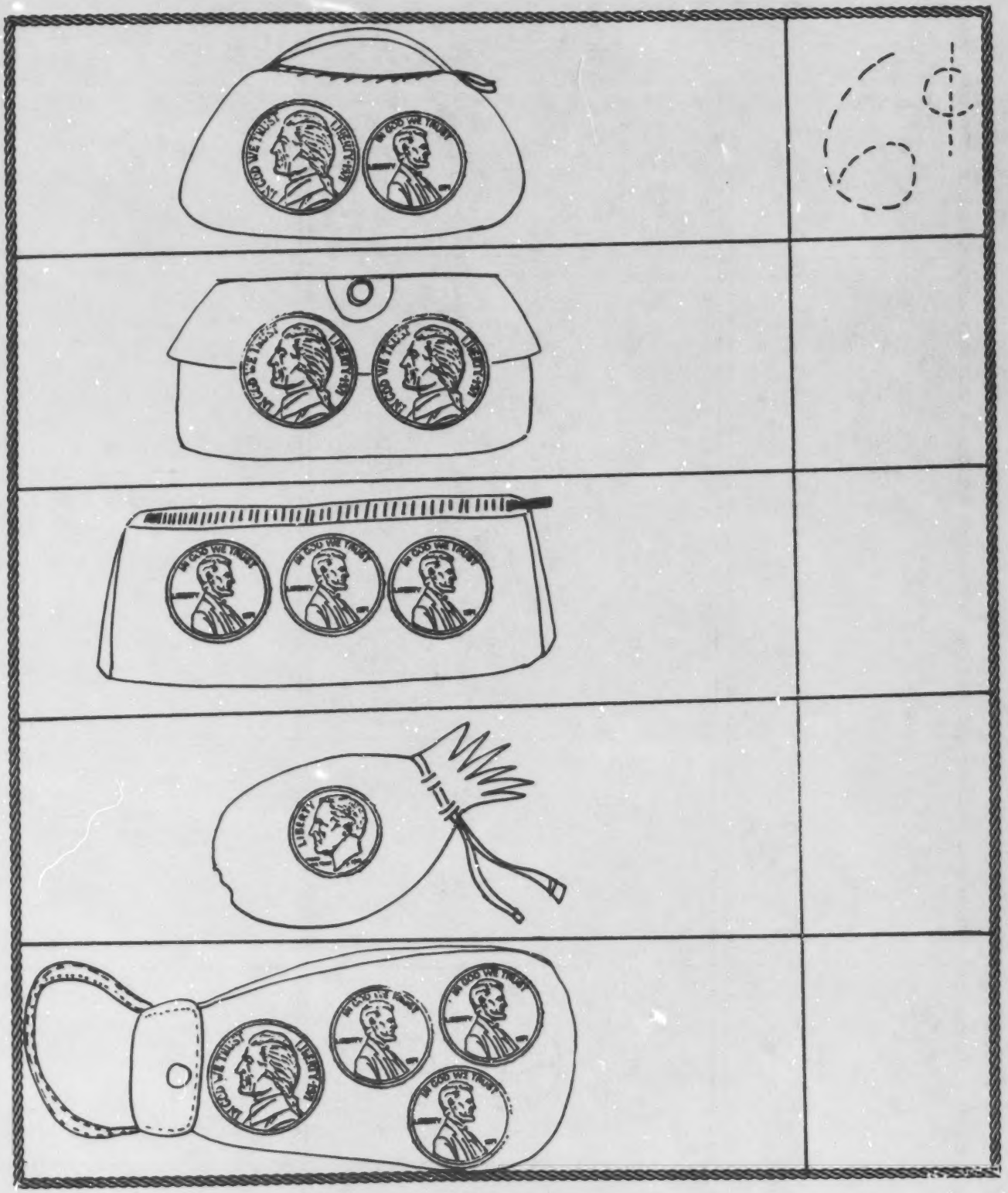
You have Yes No

You have Yes No

P.O. 1.10.15.02

NAME: _____ CLASS: _____ DATE: _____

How much money is shown in each box?



P.O. 1.10.15.03

NAME: _____ CLASS: _____ DATE: _____

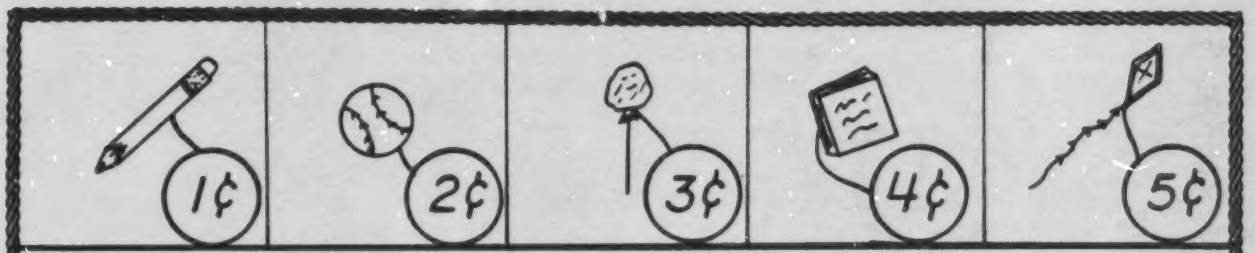
Draw a ring around the amount you spend.
How much is left?

	You have	How much is left?
7¢		1¢
8¢		
4¢		
5¢		
6¢		

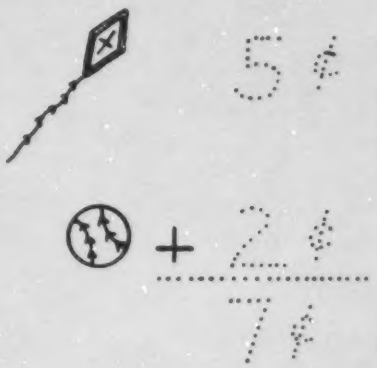
P.O. 1.10.15.04

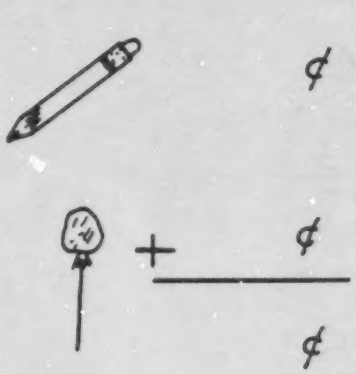
NAME: _____ CLASS: _____ DATE: _____

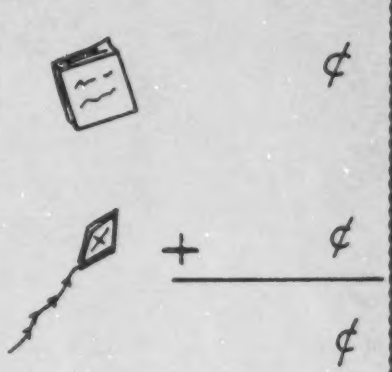
How much money will you spend?

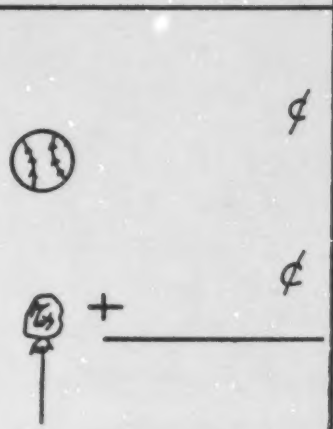


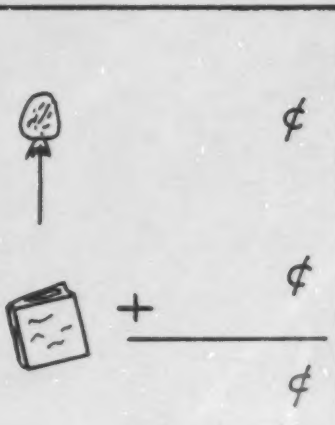
How much money?

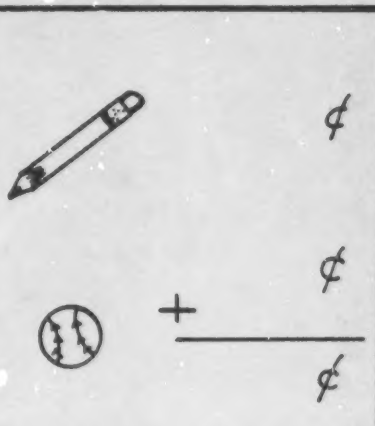








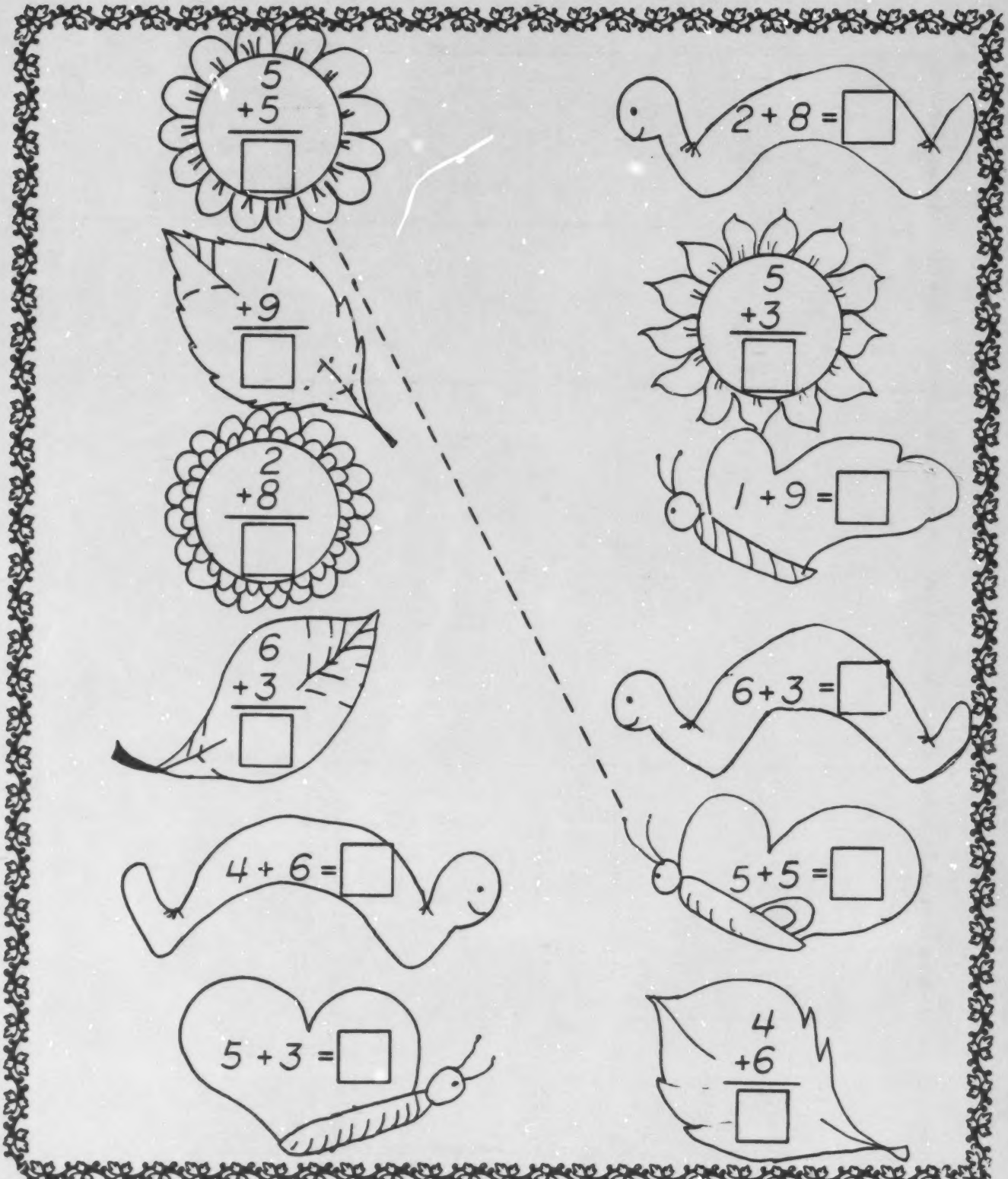




P.O. 1.02.04.01

NAME:_____CLASS:_____DATE:_____

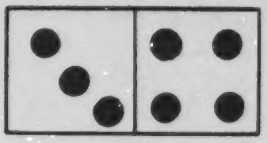
Add the numbers. Match the number sentences with the same addends.



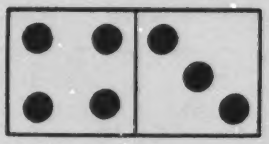
P.O. 1.02.04.02

NAME:_____ CLASS:_____ DATE:_____

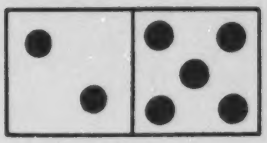
Count the number of dots on each side of the domino.
Write the addition fact the domino shows.



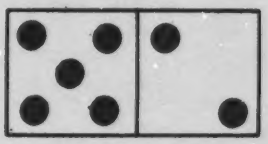
3 + 4 = 7



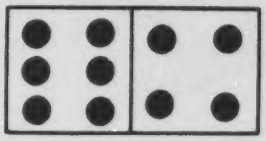
___ + ___ = ___



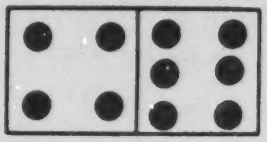
___ + ___ = ___



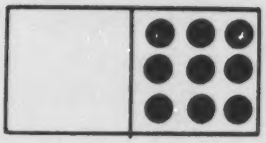
___ + ___ = ___



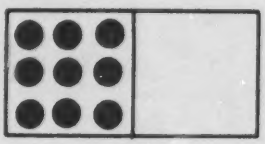
___ + ___ = ___



___ + ___ = ___



___ + ___ = ___



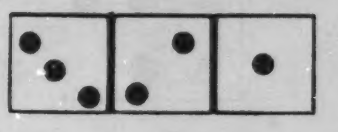
___ + ___ = ___

P.O. 1.02.05.01

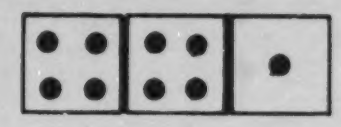
NAME:_____ CLASS:_____ DATE:_____

Count each group of dots.
Write the number under each group.
Add the numbers to find the sum.

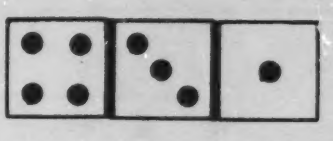
A.



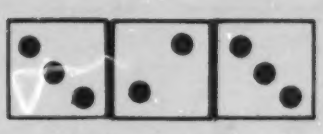
3 + 2 + 1 = 6



___ + ___ + ___ = ☐

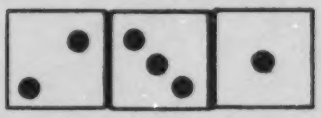


___ + ___ + ___ = ☐

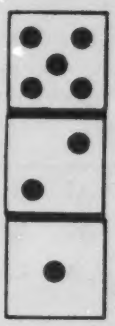


___ + ___ + ___ = ☐

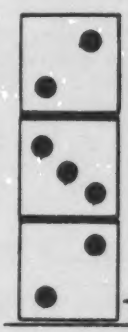
B.



___ + ___ + ___ = ☐



5
2
+ 1
8



___
___
___
+ ___
☐

___
___
+ ___
☐

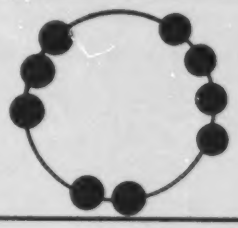
___
___
+ ___
☐

P.O. 1.02.05.02

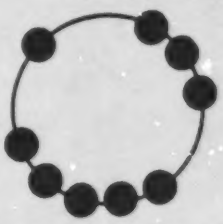
NAME: _____ CLASS: _____ DATE: _____

Find the matching example.
Count the beads and write the sum.

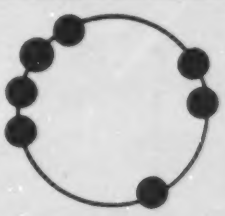
4 + 3 + 8	5 + 7 + 3
6 + 2 + 4	0 + 9 + 1
7 + 3 + 5	6 + 2 + 3
1 + 0 + 9	8 + 3 + 4
5 + 9 + 1	1 + 9 + 5
6 + 3 + 2	2 + 6 + 4



4	3	2
2	2	3
+3	+4	+4
□	□	□



3	5	3
5	3	1
+1	+1	+5
□	□	□

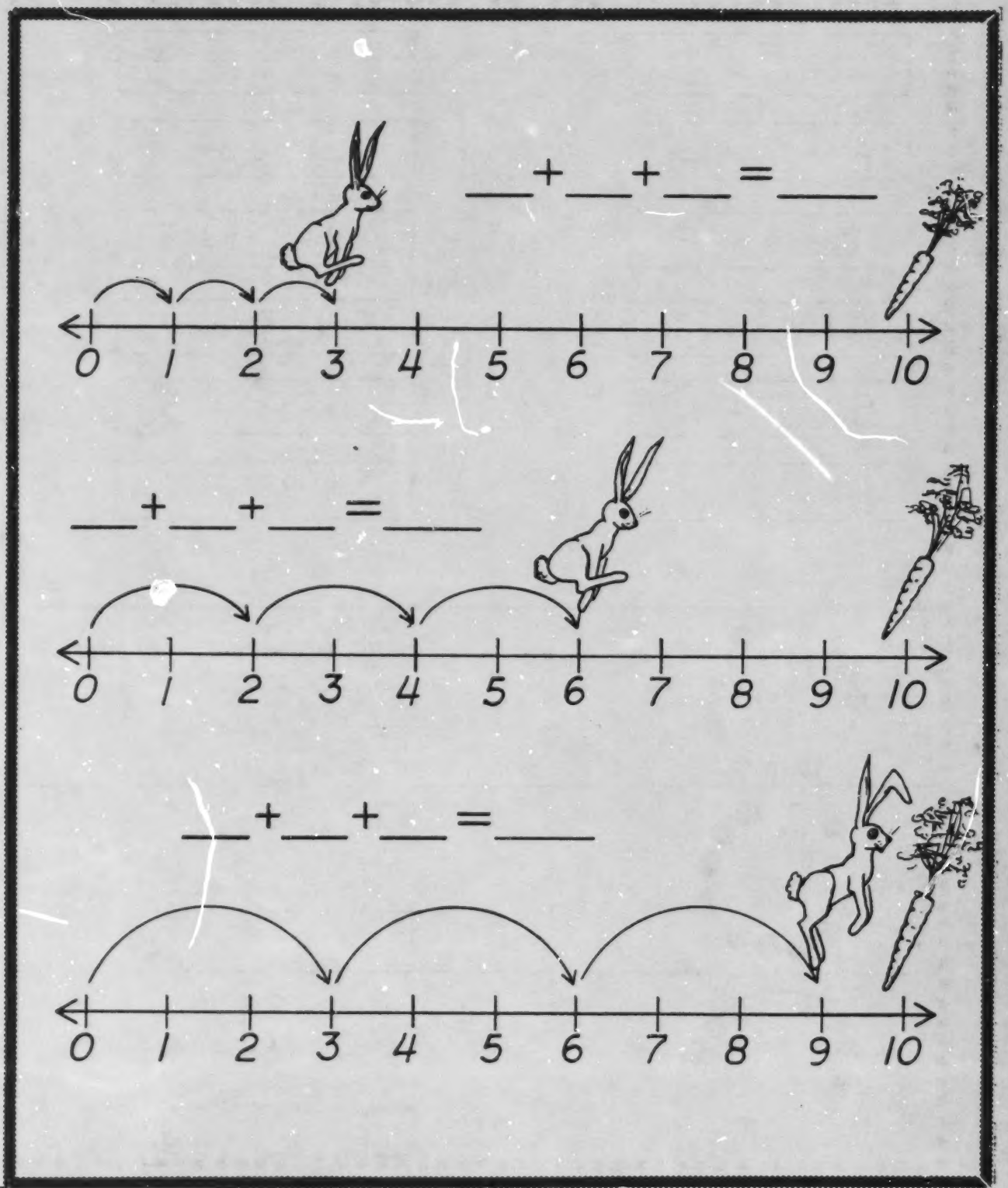


1	2	1
2	4	4
+4	+1	+2
□	□	□

P.O. 1.02.05.03

NAME: _____ CLASS: _____ DATE: _____

Write the number sentence to show how the bunny hopped.



P.O. 1.03.05.01

NAME: _____ CLASS: _____ DATE: _____

Use a number line or counters to help you find the answer for each example. Write the answers in the snowflakes. Use the chart at the bottom of the page to help you color the snowflakes and snowman.

Funny Snow

8-3=

7-3=

9-8=

6-6=

9-1=

9-7=

7-0=

6-2=

7-5=

8-5=

9-3=

9-4=

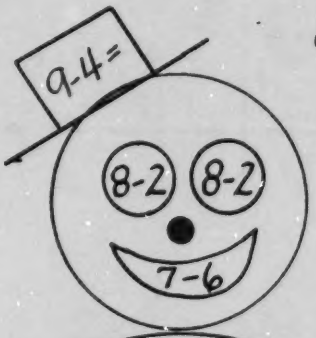
8-2=

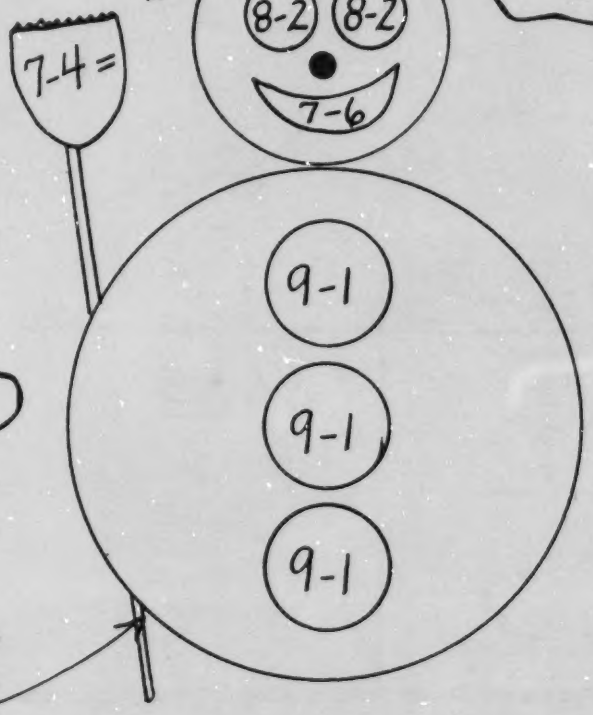
9-9=

6-4=

8-0=

9-2=





7-2=

7-5=

Colors
0 = Black
1 = Red
2 = Blue
3 = Yellow
4 = Green
5 = Purple
6 = Brown
7 = White
8 = Orange

167

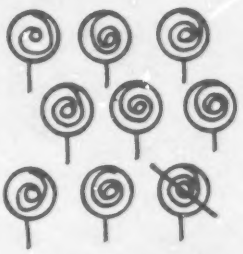
P.O. 1.03.05.02

NAME: _____ CLASS: _____ DATE: _____

Write the answer for each number sentence.

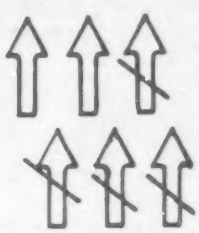
$$\begin{array}{r} 8 \\ -\,3 \\ \hline 5 \end{array}$$

$8-3=5$



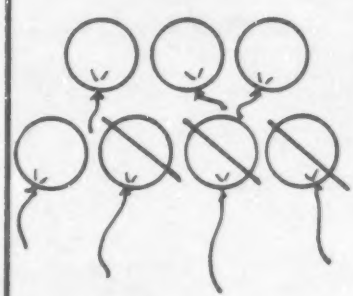
$$\begin{array}{r} 9 \\ -\,1 \\ \hline \end{array}$$

$9-1=\square$



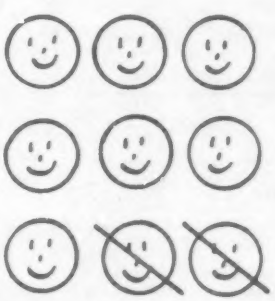
$$\begin{array}{r} 6 \\ -\,4 \\ \hline \end{array}$$

$6-4=\square$



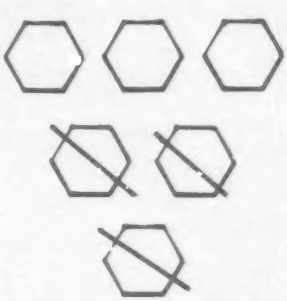
$$\begin{array}{r} 7 \\ -\,3 \\ \hline \end{array}$$

$7-3=\square$



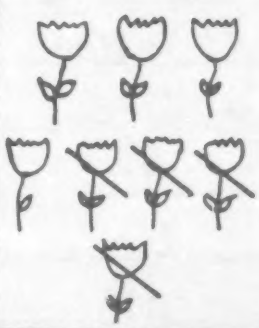
$$\begin{array}{r} 9 \\ -\,2 \\ \hline \end{array}$$

$9-2=\square$



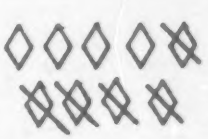
$$\begin{array}{r} 6 \\ -\,3 \\ \hline \end{array}$$

$6-3=\square$



$$\begin{array}{r} 8 \\ -\,4 \\ \hline \end{array}$$

$8-4=\square$



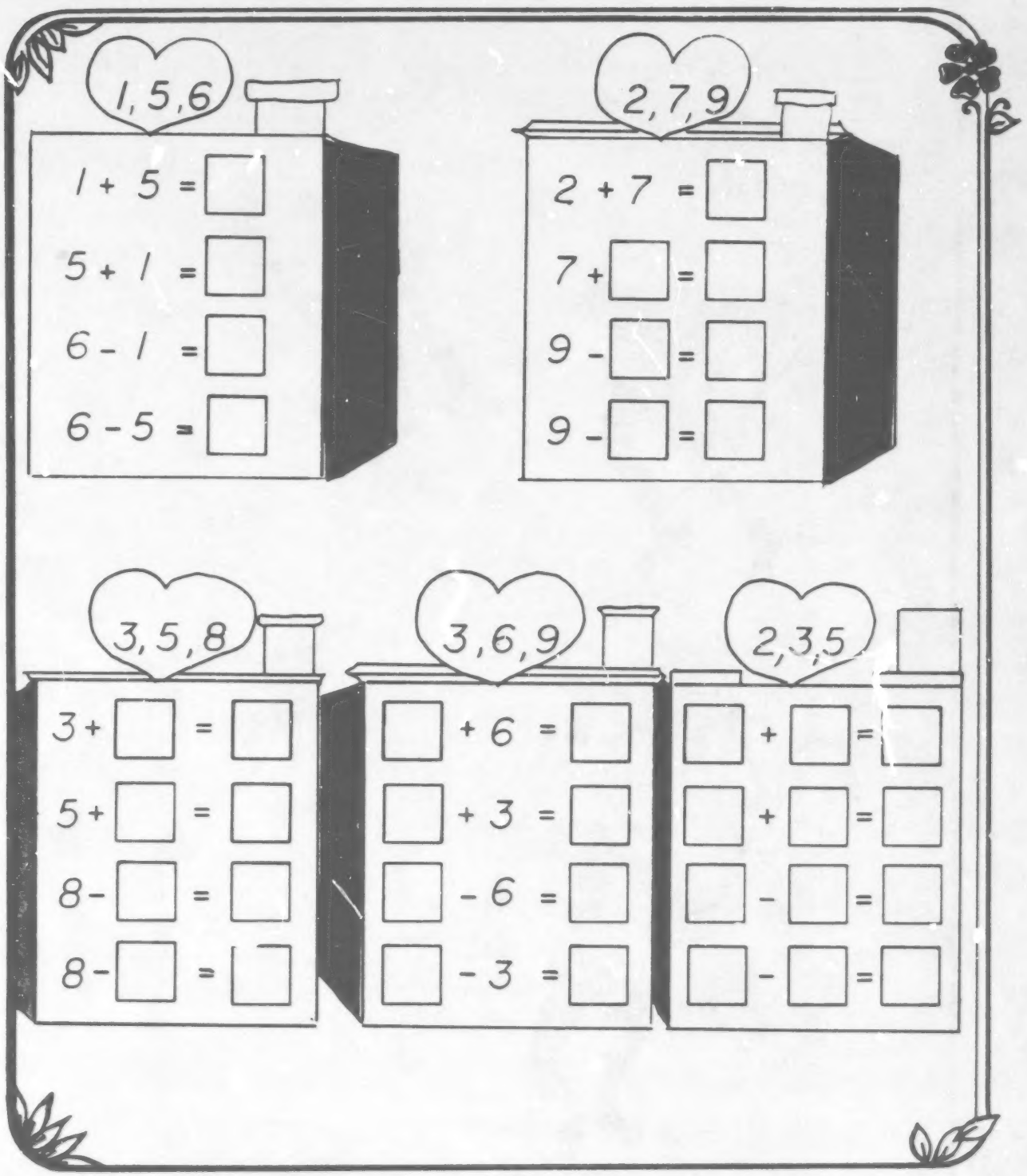
$$\begin{array}{r} 9 \\ -\,5 \\ \hline \end{array}$$

$9-5=\square$

P.O. 1.03.06.01

NAME: _____ CLASS: _____ DATE: _____

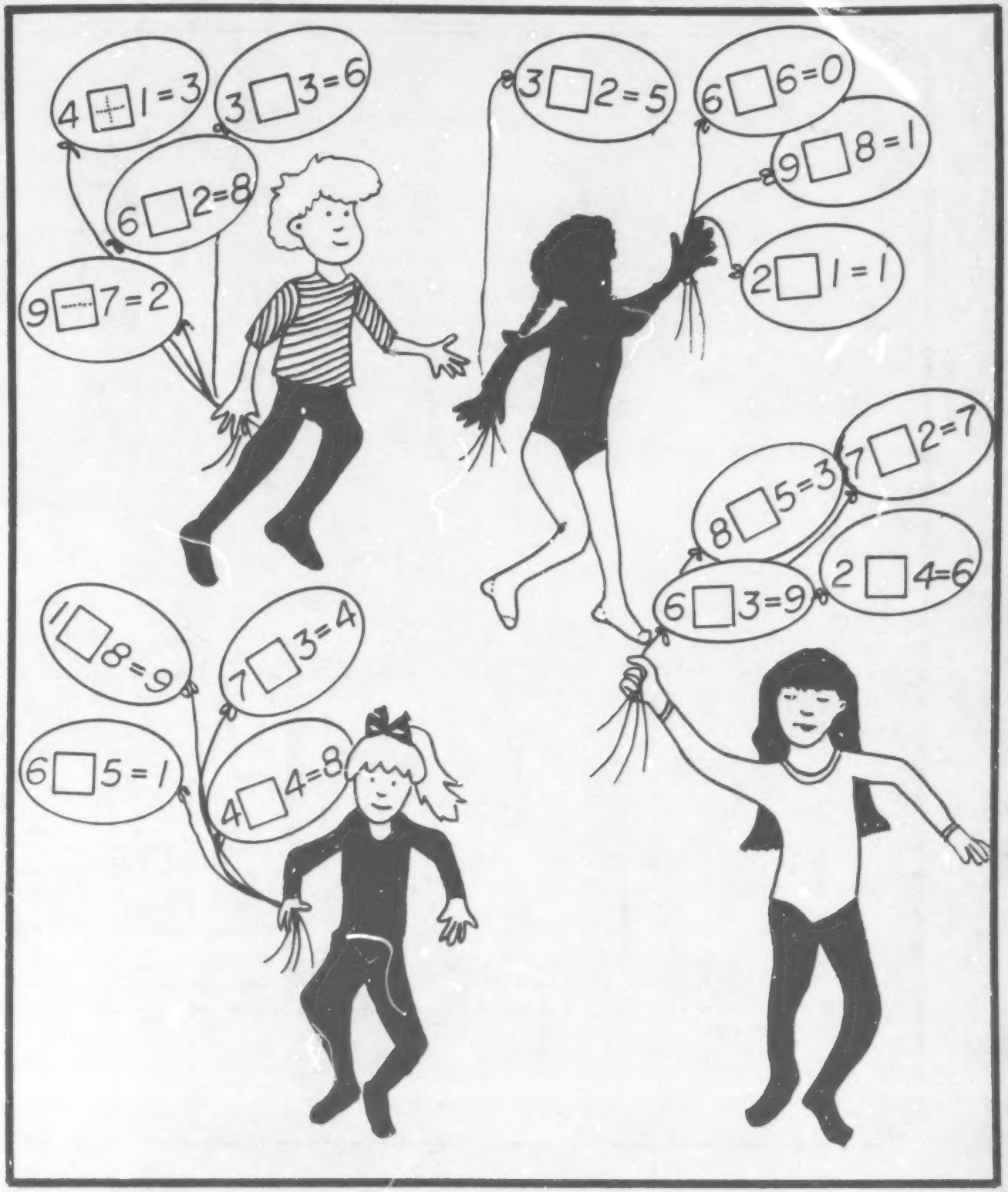
Complete each number sentence using the three numbers in the heart.



P.O. 1.03.06.02

NAME: _____ CLASS: _____ DATE: _____

Fill in the correct symbol for the addition or subtraction fact.

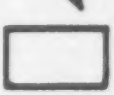


P.O. 1.01.14.01

NAME: _____ CLASS: _____ DATE: _____

Look at the pictures. Circle the ordinal number that completes each sentence.

Find the place of each picture.

The is	9th	(1st)	4th
The is	5th	3rd	1st
The is	6th	10th	8th
The is	2nd	7th	8th
The is	8th	2nd	1st
The is	8th	6th	10th
The is	4th	2nd	3rd
The is	7th	8th	9th
The is	3rd	4th	5th
The  is	5th	7th	9th

P.O. 1.01.14.02

NAME:_____ CLASS:_____ DATE:_____

Draw a line from the numeral to the matching word.

Draw a Line

1	first
2	second
3	third
4	fourth
5	fifth
6	sixth
7	seventh
8	eighth
9	ninth
10	tenth

Draw a Line

1	second
2	fifth
3	first
4	third
5	fourth
6	eighth
7	sixth
8	tenth
9	seventh
10	ninth

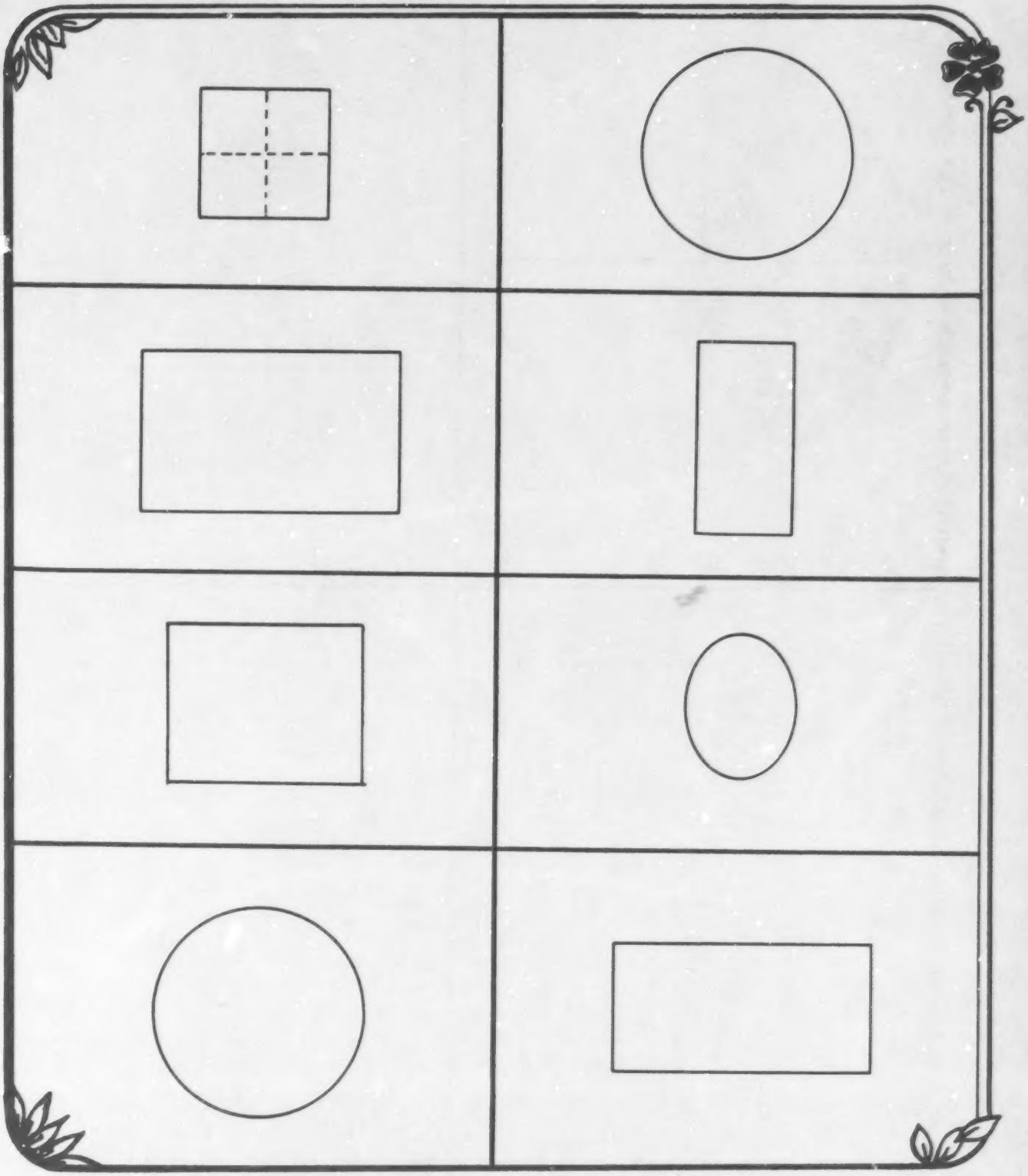
73

74

P.O. 1.06.02.01

NAME:_____CLASS:_____DATE:_____

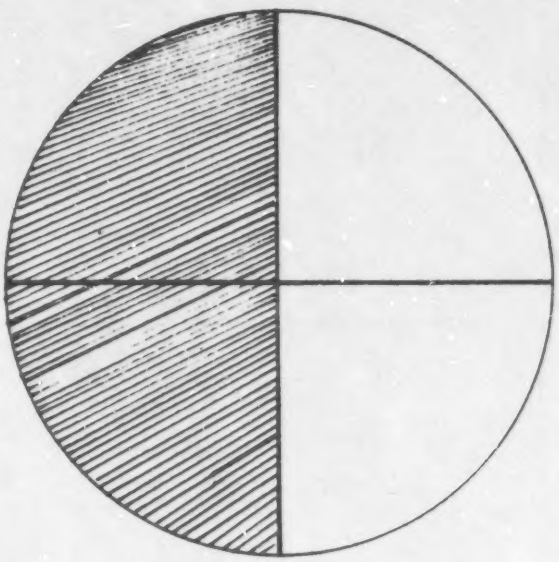
Separate each shape into fourths.



P.O. 1.06.02.02

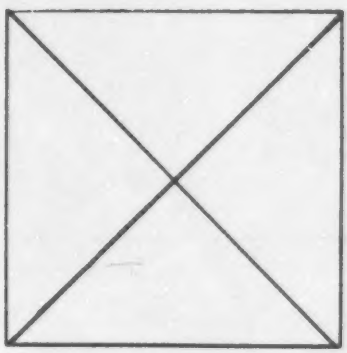
NAME:_____ CLASS:_____ DATE:_____

Color in the number of parts named by each fraction.



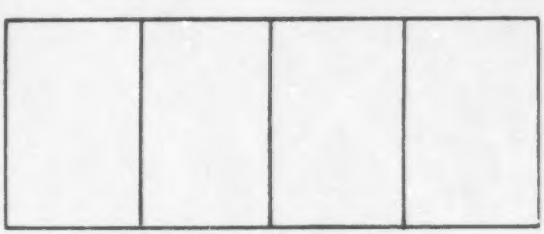
$\frac{2}{4}$

2 out of 4



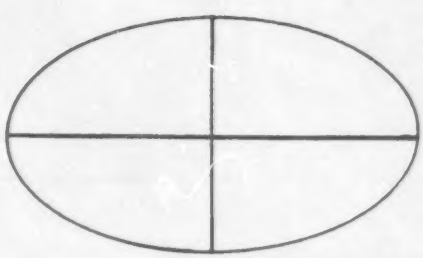
$\frac{4}{4}$

4 out of 4



$\frac{1}{4}$

1 out of 4



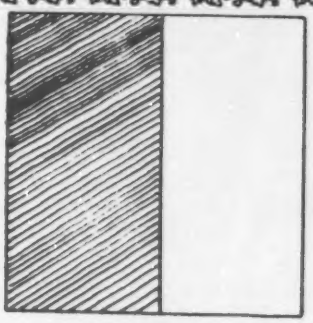
$\frac{3}{4}$

3 out of 4

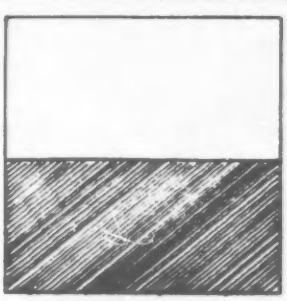
P.O. 1.06.02.03

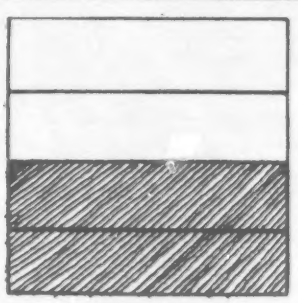
NAME: _____ CLASS: _____ DATE: _____

Name the fraction.
Write it in the space below each picture.



$\frac{1}{2}$ = $\frac{2}{4}$



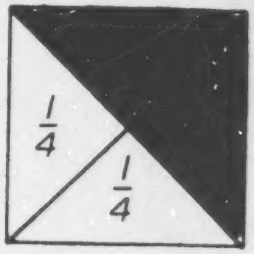


P.O. 1.06.02.04

NAME: _____ CLASS: _____ DATE: _____

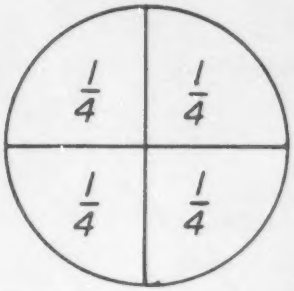
Shade in the parts to show how much the youngsters ate.

Two youngsters each had one part of a sandwich.



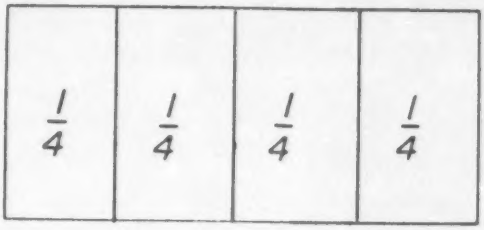
They ate 2/4 of the sandwich.

Tim ate one slice of pie.



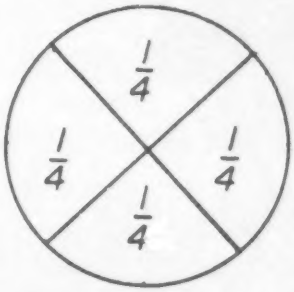
Tim ate ____ of the pie.

Four youngsters shared a granola bar equally.



They ate ____ of the granola bar.

Three youngsters each took one slice of cake.

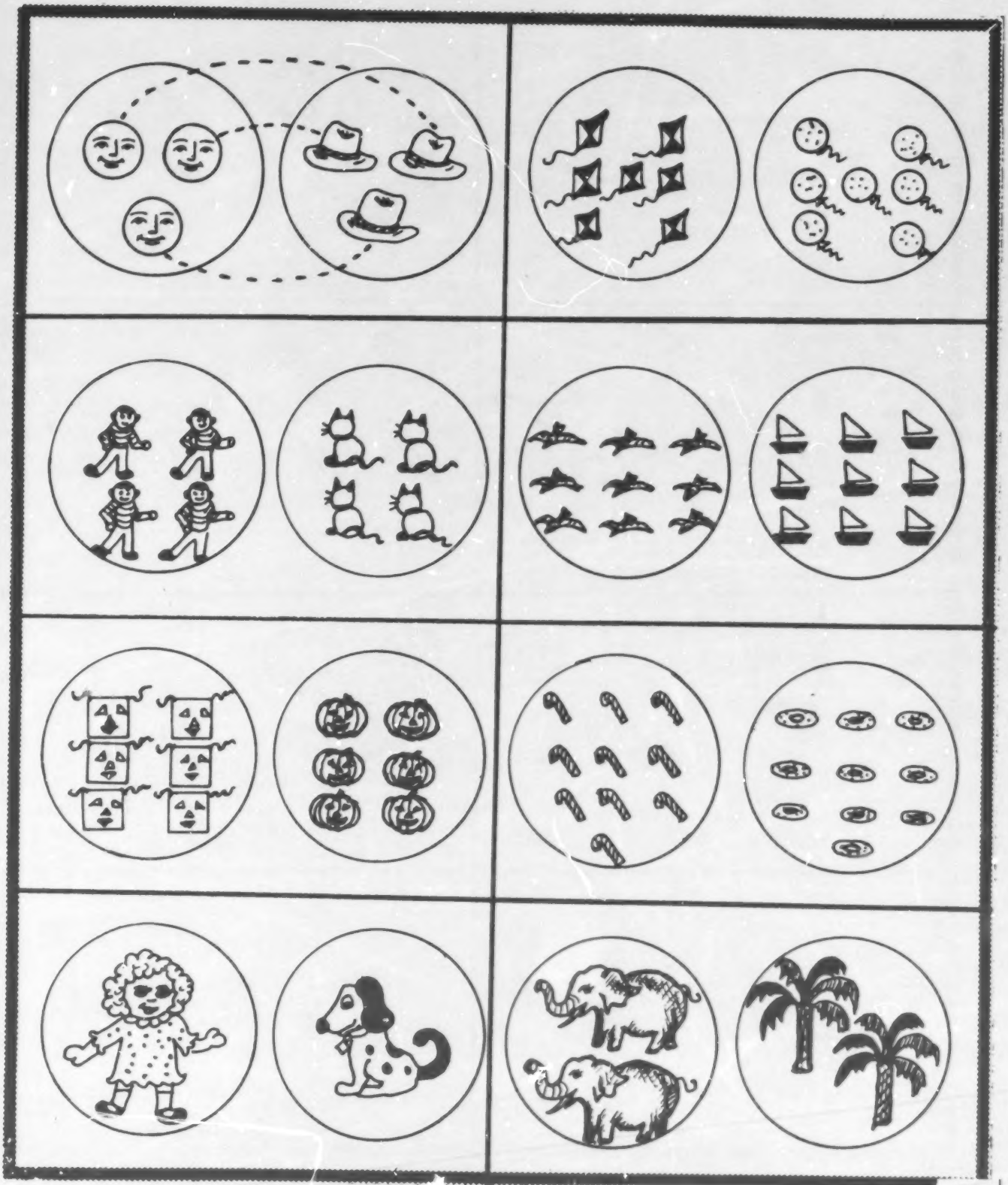


They ate ____ of the cake.

P.O. 1.01.15.01

NAME: _____ CLASS: _____ DATE: _____

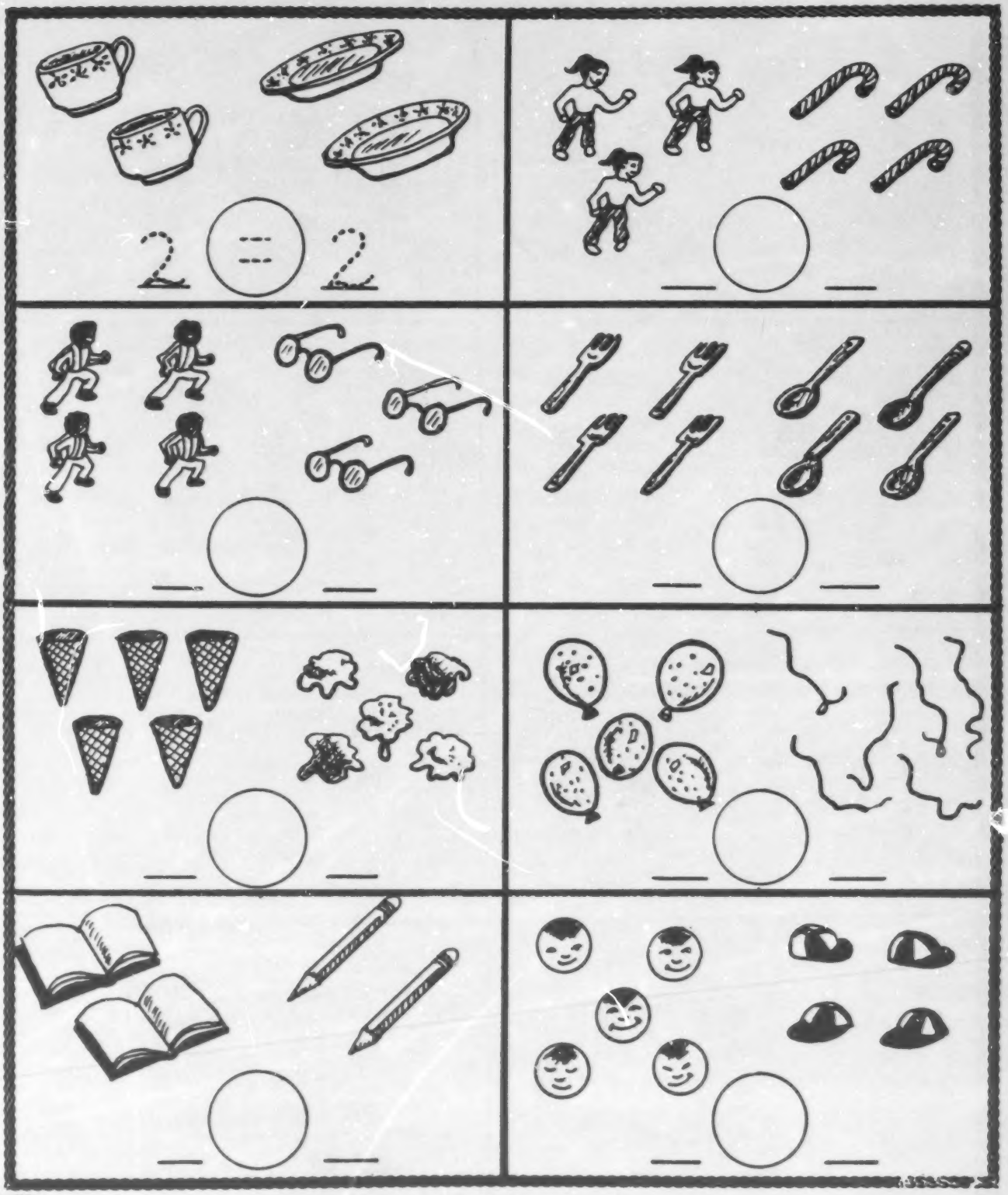
Match the objects using one-to-one correspondence.



P.O. 1.01.15.02

NAME: _____ CLASS: _____ DATE: _____

Count and match the objects.
Write the number of objects and write the equal symbol if the groups are equal.



P.O. 1.01.15.03

NAME:_____ CLASS:_____ DATE:_____

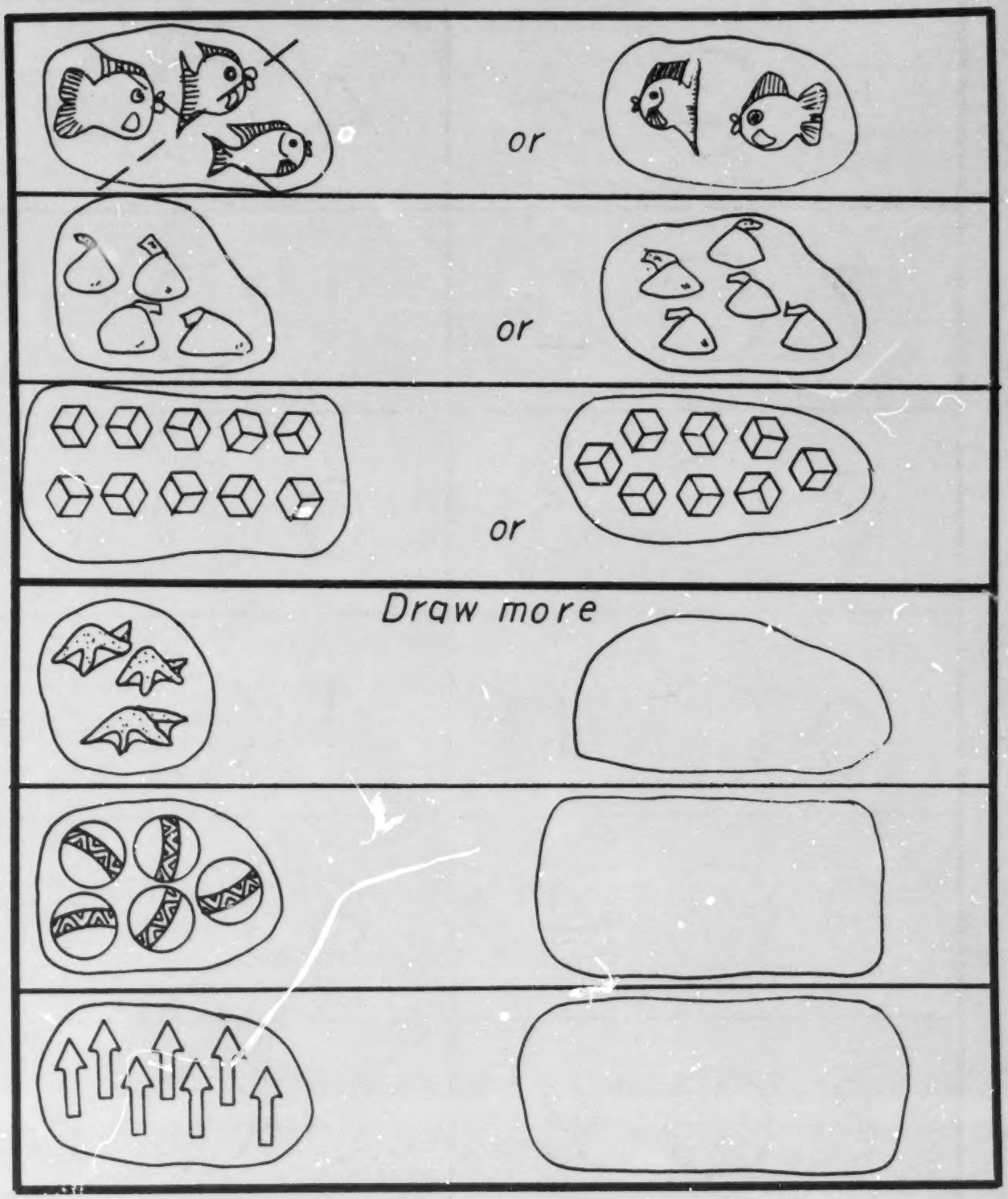
Write an equal symbol (=) if the numbers are the same.

5 = 5	4 ○ 3
7 ○ 2	1 ○ 1
3 ○ 3	0 ○ 0
0 ○ 1	4 ○ 4
9 ○ 4	6 ○ 6
8 ○ 8	5 ○ 8

P.O. 1.01.16.01

NAME:_____ CLASS:_____ DATE:_____

Put an X on the group that shows more.

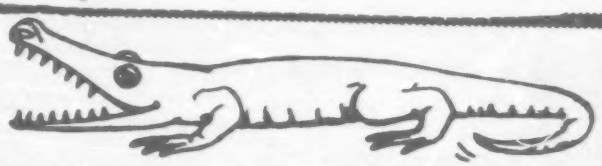


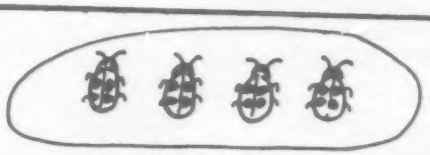
P.O. 1.01.16.02

NAME: _____ CLASS: _____ DATE: ___ ___

Count the objects in each group. Write the number of objects you count under each group. Fill in the greater than symbol. Complete the picture for the last group.

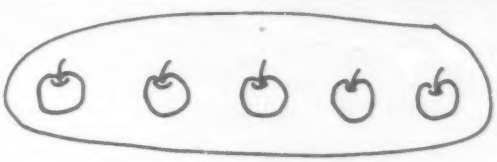
Greater Than

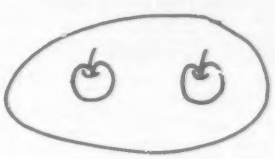


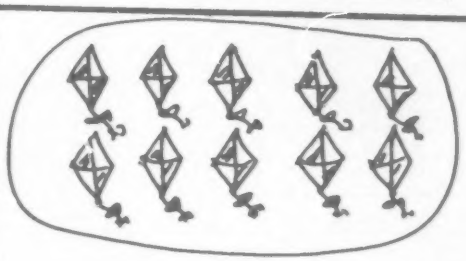


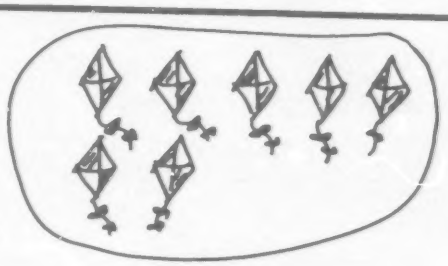
4

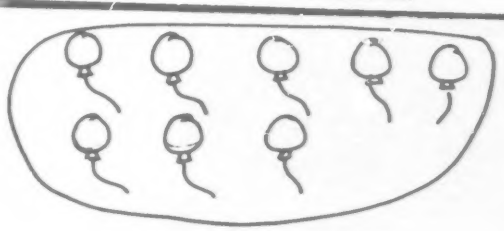
3











you make O's.

P.O. 1.01.16.03

NAME: _____ CLASS: _____ DATE: _____

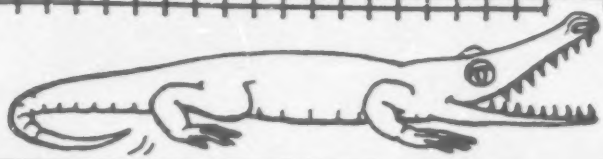
Which is less? Put an X on the group with less.

P.O. 1.01.16.04

NAME: _____ CLASS: _____ DATE: _____

Which group has less objects?
Write the symbol (<) less than.

Less Than



○○○○○ < ○○○○○○

5 _____ 6 _____

♡♡♡ _____ ♡♡♡♡♡♡ _____

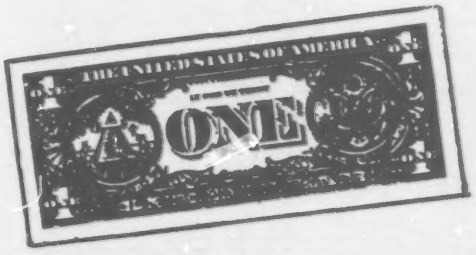
_____ #### _____

X _____ You make the X's. _____

P.O. 1.10.16.01

NAME: _____ CLASS: _____ DATE: _____

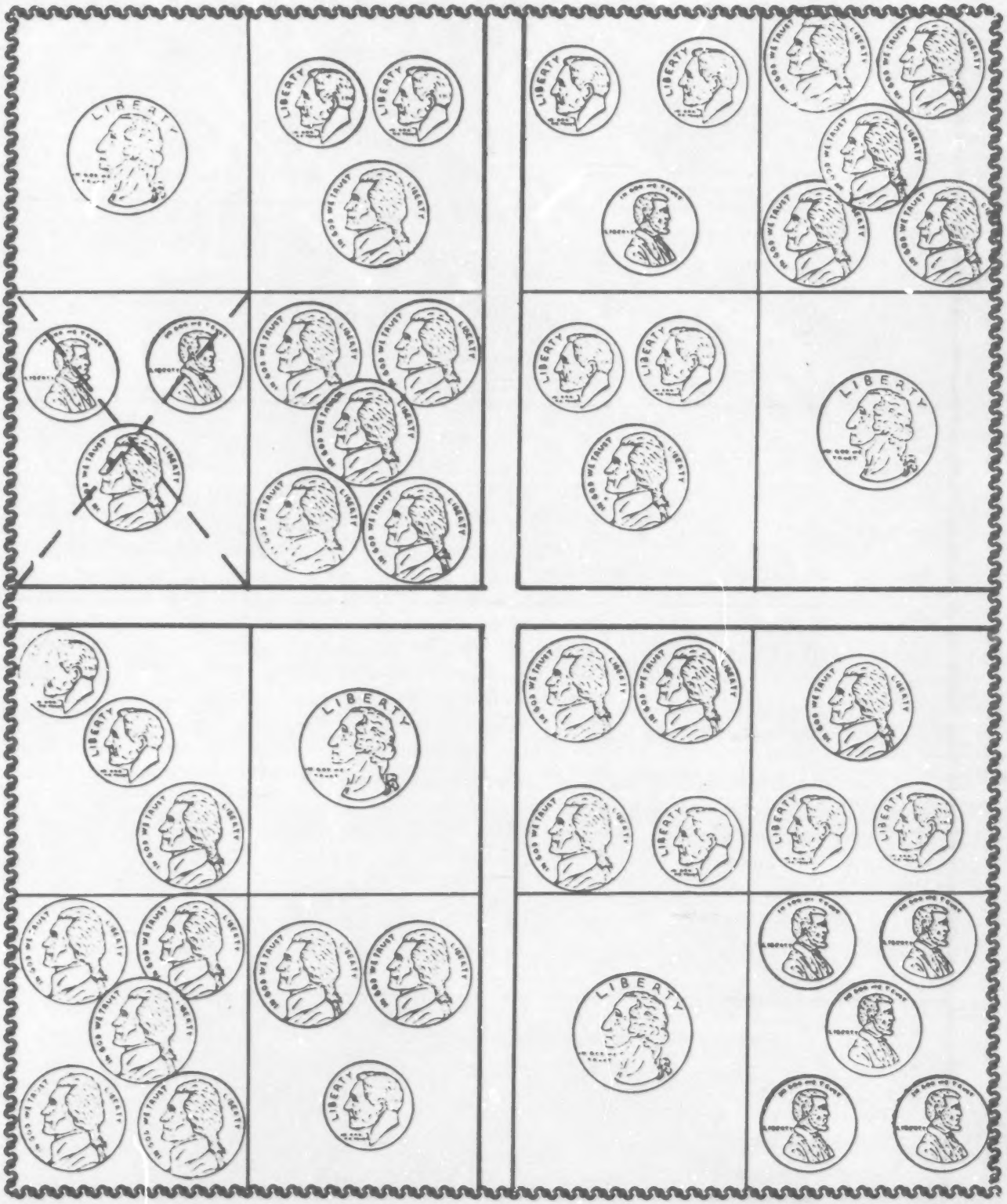
Match the front to the back of the money.



P.O. 1.10.16.02

NAME: _____ CLASS: _____ DATE: _____

Draw an X on the box that is different in value.



P.O. 1.10.16.03

NAME:_____ CLASS:_____ DATE:_____

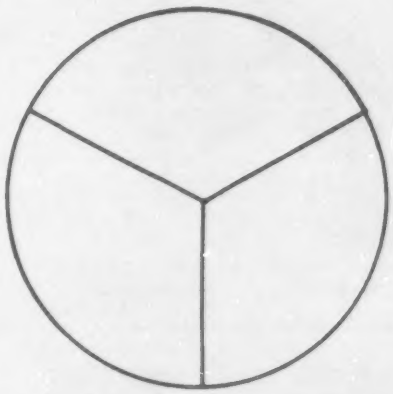
Circle the correct amount of money.

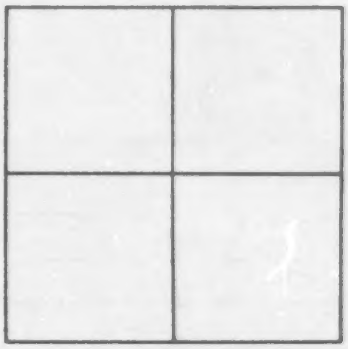
7 dollars and 58 cents	$7.58	$5.78	$8.75
2 dollars and 19 cents	$1.29	$2.19	$9.21
6 dollars and 5 cents	$5.60	$6.50	$6.05
1 dollar and 72 cents	$1.72	$2.71	$7.12
2 dollars and 98 cents	$8.92	$2.98	$9.28
4 dollars and 21 cents	$1.24	$4.21	$2.14

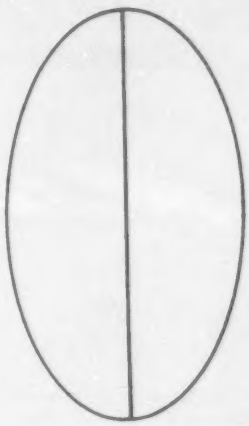
P.O. 1.06.03.01

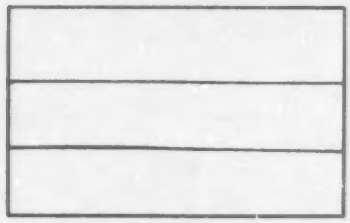
NAME:_____CLASS:_____DATE:_____

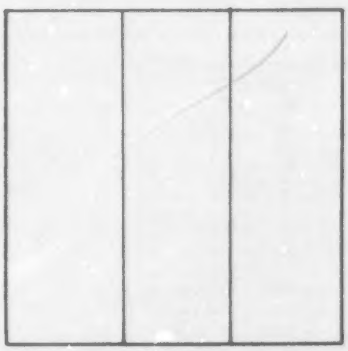
Draw an X on the shapes which show thirds.

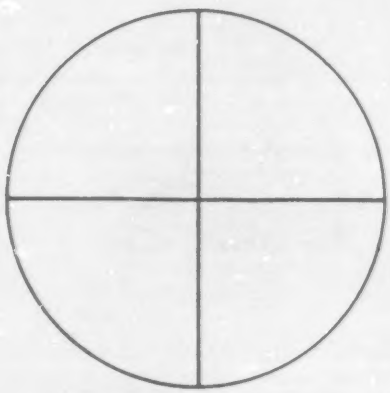








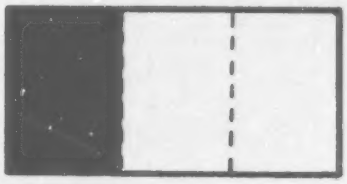




P.O. 1.06.03.02

NAME: _____ CLASS: _____ DATE: _____

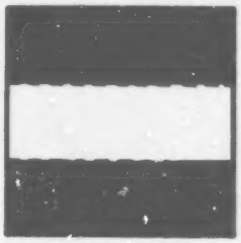
Write the fraction for the shaded part.



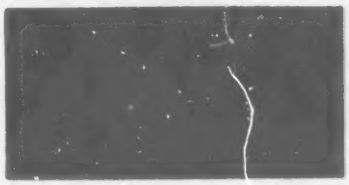
1/3

1 of 3

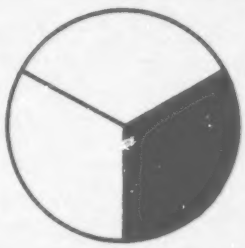
___ of ___



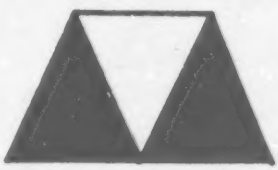
___ of ___



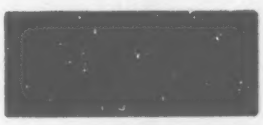
___ of ___



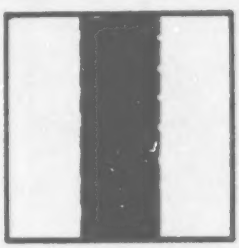
___ of ___



___ of ___



___ of ___

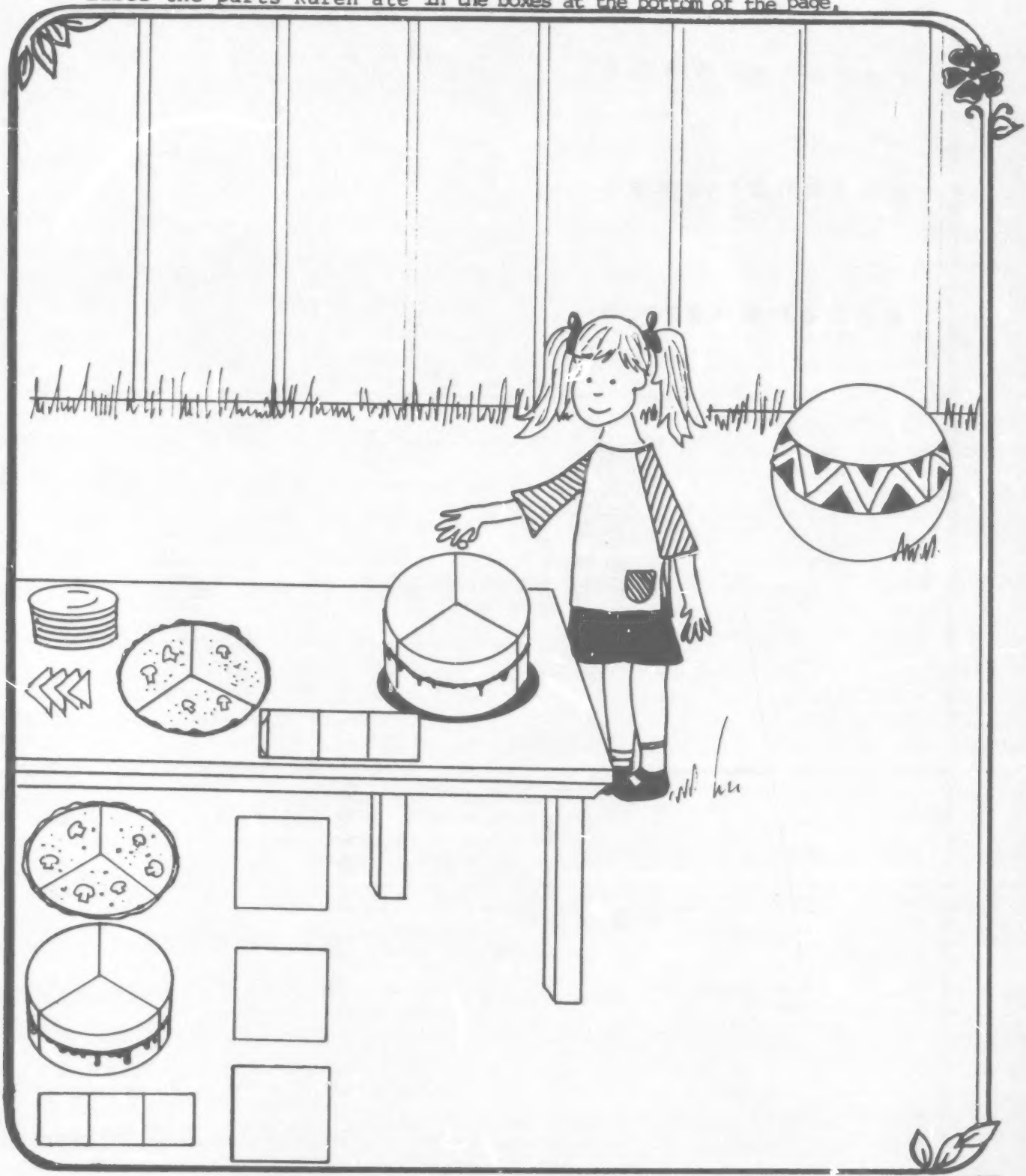


___ of ___

P.O. 1.06.03.03

NAME: _____ CLASS: _____ DATE: _____

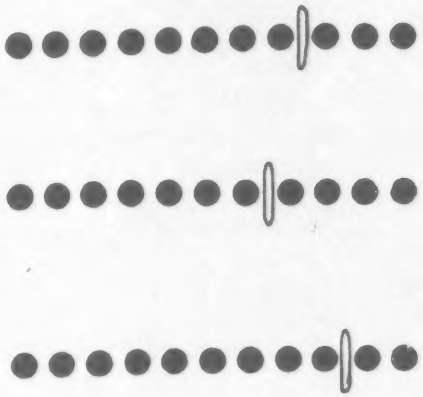
Shade in the parts to show how much Karen ate. Karen ate 2 pieces of the cake, 1 slice of the pizza and all of the granola bar. Label the parts Karen ate in the boxes at the bottom of the page.



P.O. 1.02.06.01

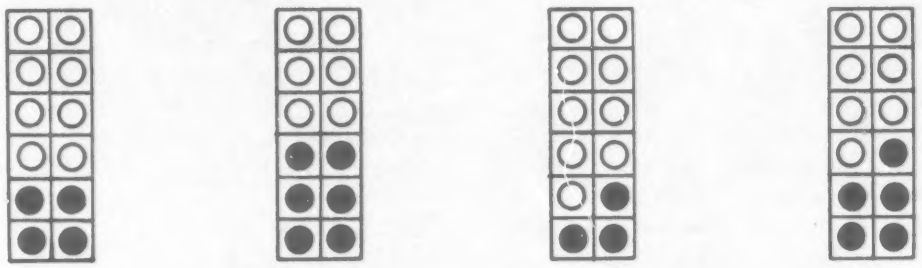
NAME: _____ CLASS: _____ DATE: _____

Look at the picture. Write a number sentence.
Add the numbers.



8 + 3 = 11

7 + 4 = ☐



$$\begin{array}{r} 8 \\ +\ 4 \\ \hline 12 \end{array}$$

8 + 5 = ☐

$$\begin{array}{r} 5 \\ +\ 8 \\ \hline \end{array}$$

P.O. 1.02.06.02

NAME:_____ CLASS:_____ DATE:_____

Use the completed addition table to find the sums.

+	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

3+2=☐ 2+2=☐

4+3=☐ 7+8=☐

5+3=☐ 6+3=☐

4+4=☐ 7+4=☐

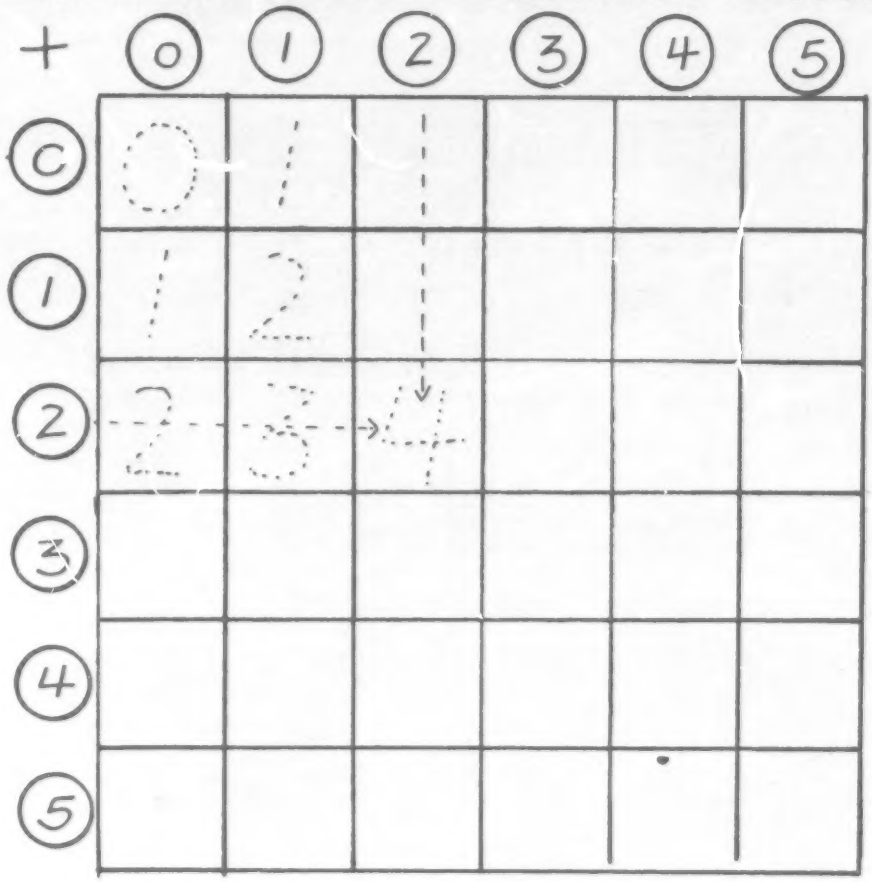
6+6=☐ 9+6=☐

2+7=☐ 7+5=☐

P.O. 1.02.06.03

NAME: _____ CLASS: _____ DATE: _____

Fill in the addition table.



What pattern do you see in each row?

_____

What pattern do you see in each column?

_____

Do you see any other patterns?

_____

P.O. 1.02.06.04

NAME: _____ CLASS: _____ DATE: _____

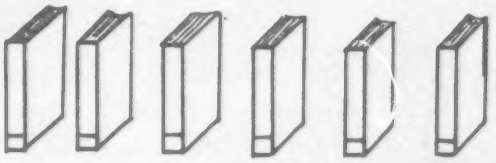
Solve each story problem.

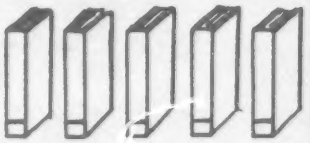
There are 5 boys playing ball.

Eight (8) more boys come to play.

How many boys are playing ball now ?

5 + 8 = ☐

I have six (6) books. 

I went to the library to get five (5). 

How many books do I have now ?

☐

I went to the park.

I saw seven (7) trees.

I also saw eight (8) flowers.

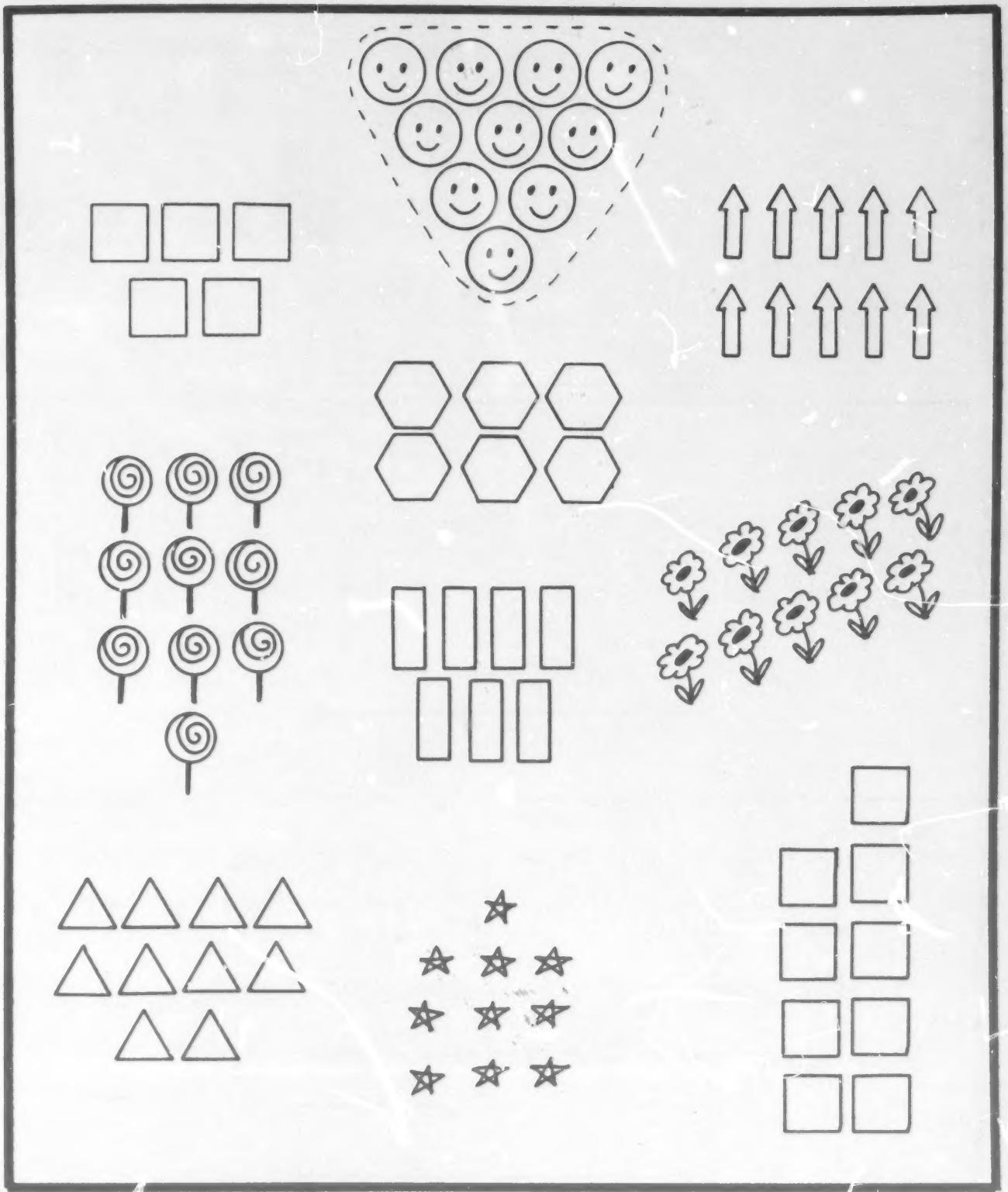
How many trees and flowers did I see ?

☐

P.O. 1.01.17.01

NAME: _____ CLASS: _____ DATE: _____

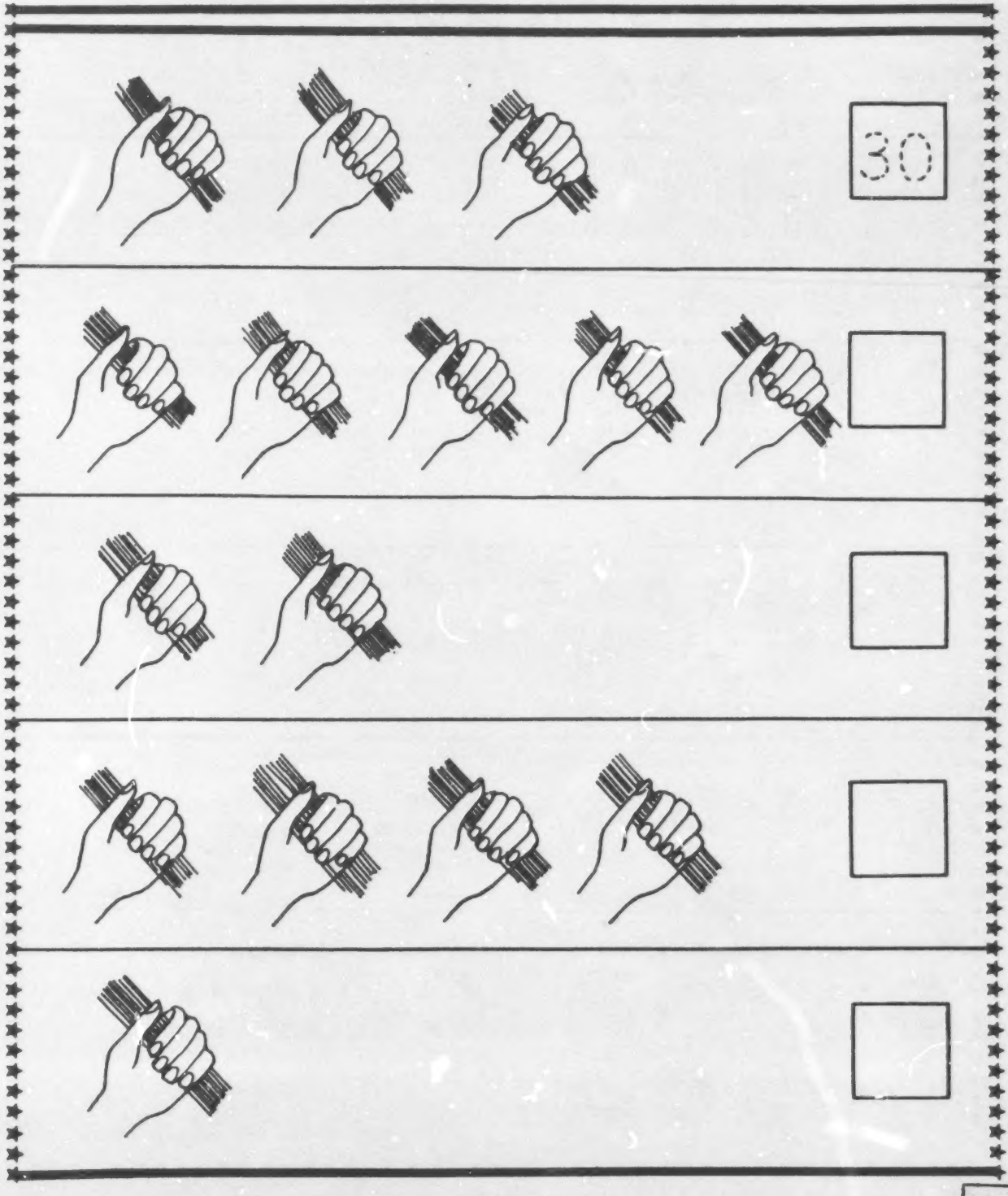
Circle groups of ten. Color each group of ten.



P.O. 1.01.17.02

NAME: _____ CLASS: _____ DATE: _____

Each hand is holding ten sticks.
Count by tens and write the number of sticks shown in each row.

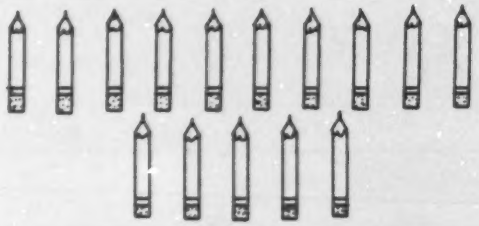


P.O. 1.01.18.01

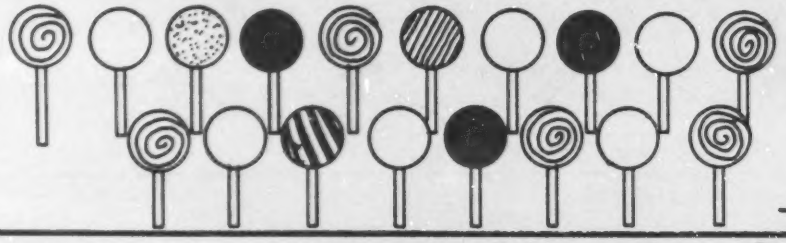
NAME: _____ CLASS: _____ DATE: _____

Circle the group of ten.
Write the number of tens and ones in each group.

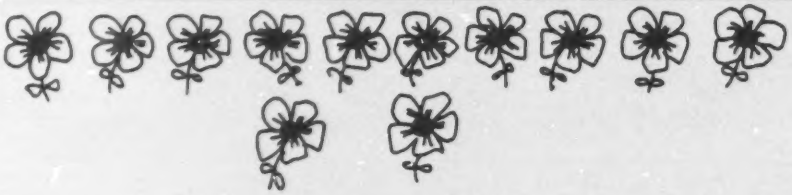
1 ten + 3 ones



___ ten + ___ ones



___ ten + ___ ones



___ ten + ___ ones

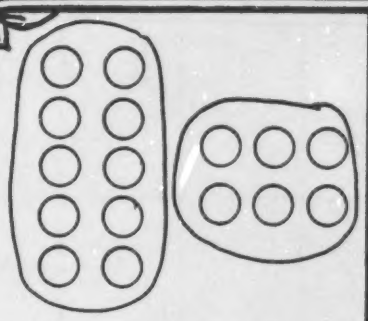
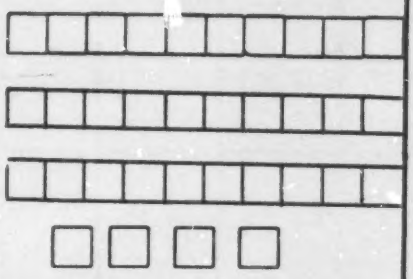
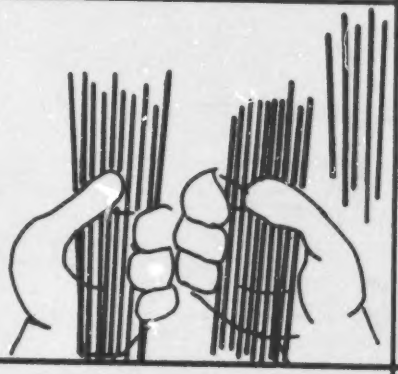
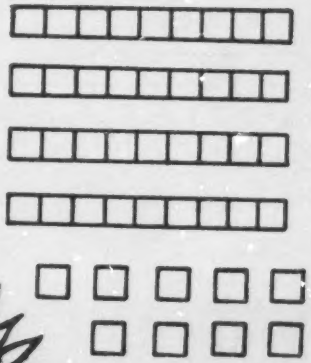
___ ten + ___ ones

___ ten + ___ ones

P.O. 1.01.18.02

NAME:_____ CLASS:_____ DATE:_____

Write the expanded form for each.

	= 16	= 10 + 6
	= 34	=
	= 25	=
	= 49	=

P.O. 1.01.19.01

NAME:_____ CLASS:_____ DATE:_____

Use the chart to answer the questions.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Which numeral comes next? 38 39

Which numeral comes next? 21 _____

Which numeral comes next? 40 _____

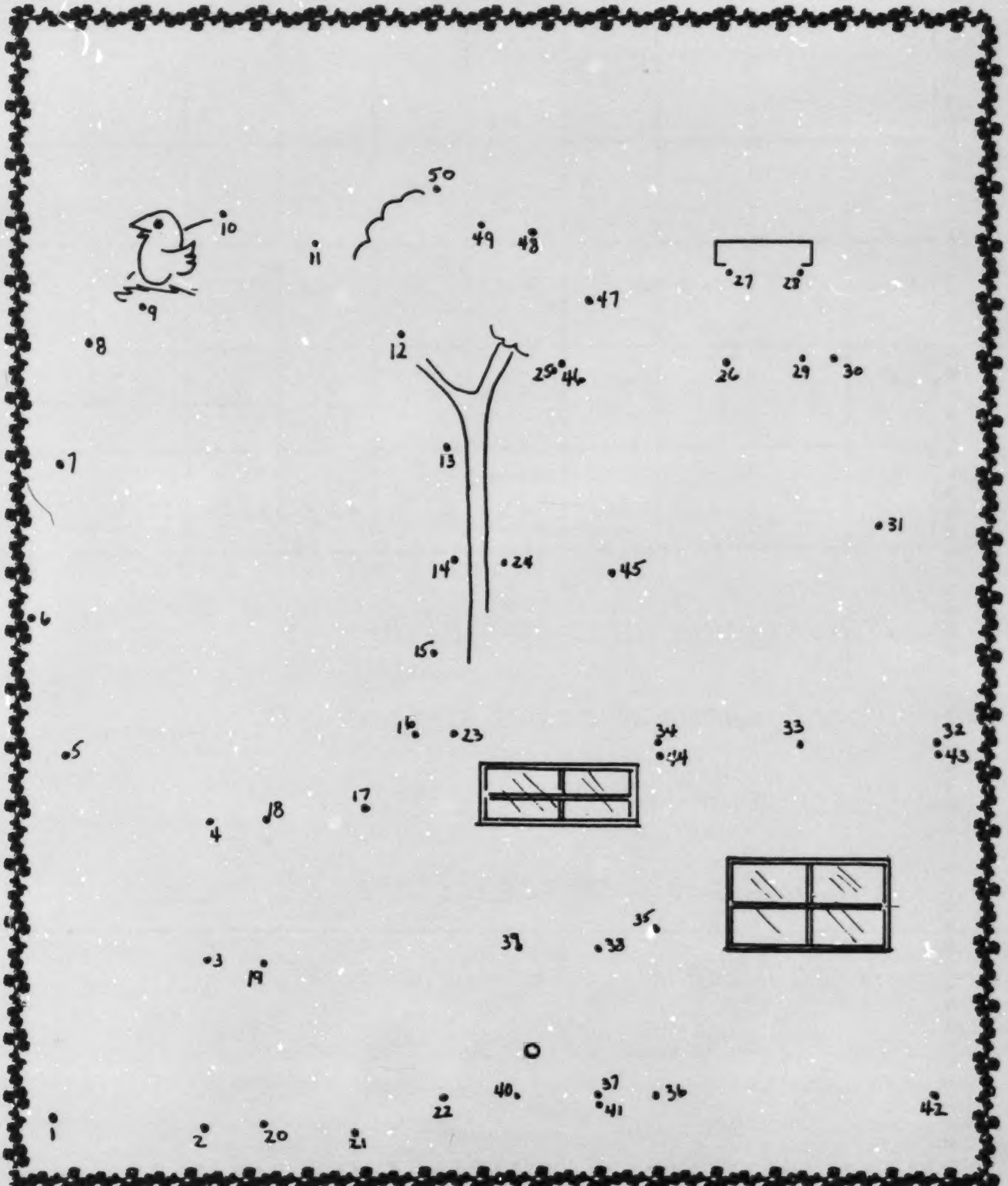
Which numeral comes next? 26 _____

Which numeral comes next? 13 _____

P.O. 1.01.19.02

NAME:_____ CLASS:_____ DATE:_____

Find the numeral 1. Connect the dots from 1 through 50.



P.O. 1.01.19.03

NAME: _____ CLASS: _____ DATE: _____

Fill in the missing numerals on the chart.
Use the chart to answer the questions.

1	2	3	4	5		7		9	10
11		13	14	15	16		18	19	20
21	22	23		25	26	27	28	29	
31	32		34	35	36	37	38		40
	42	43	44		46	47	48	49	50

Which numeral comes before 16? _____

Which numeral comes before 31? _____

Which numeral comes before 42? _____

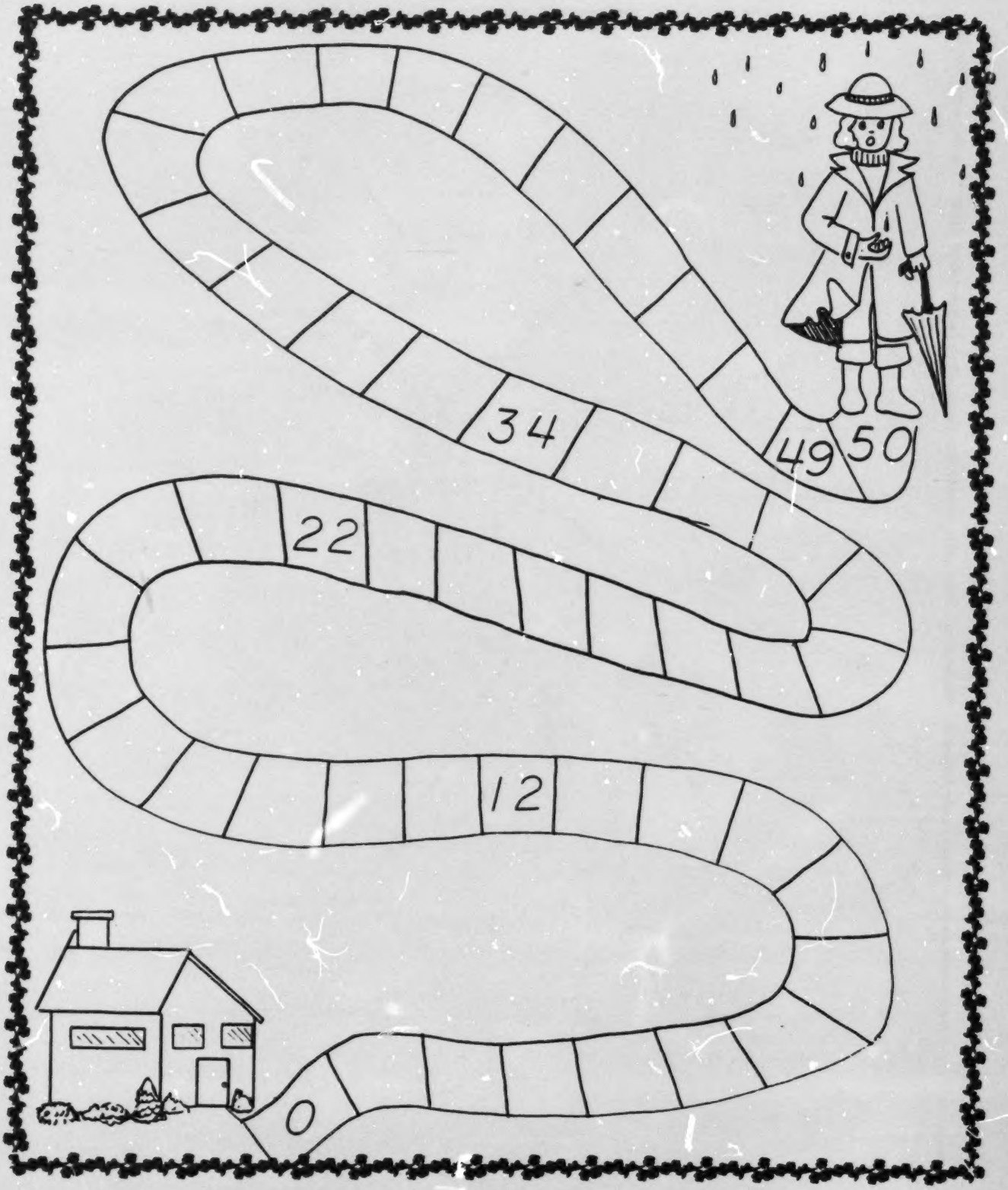
Which numeral comes before 28? _____

Which numeral comes before 46? _____

P.O. 1.01.19.04

NAME:_____ CLASS:_____ DATE:_____

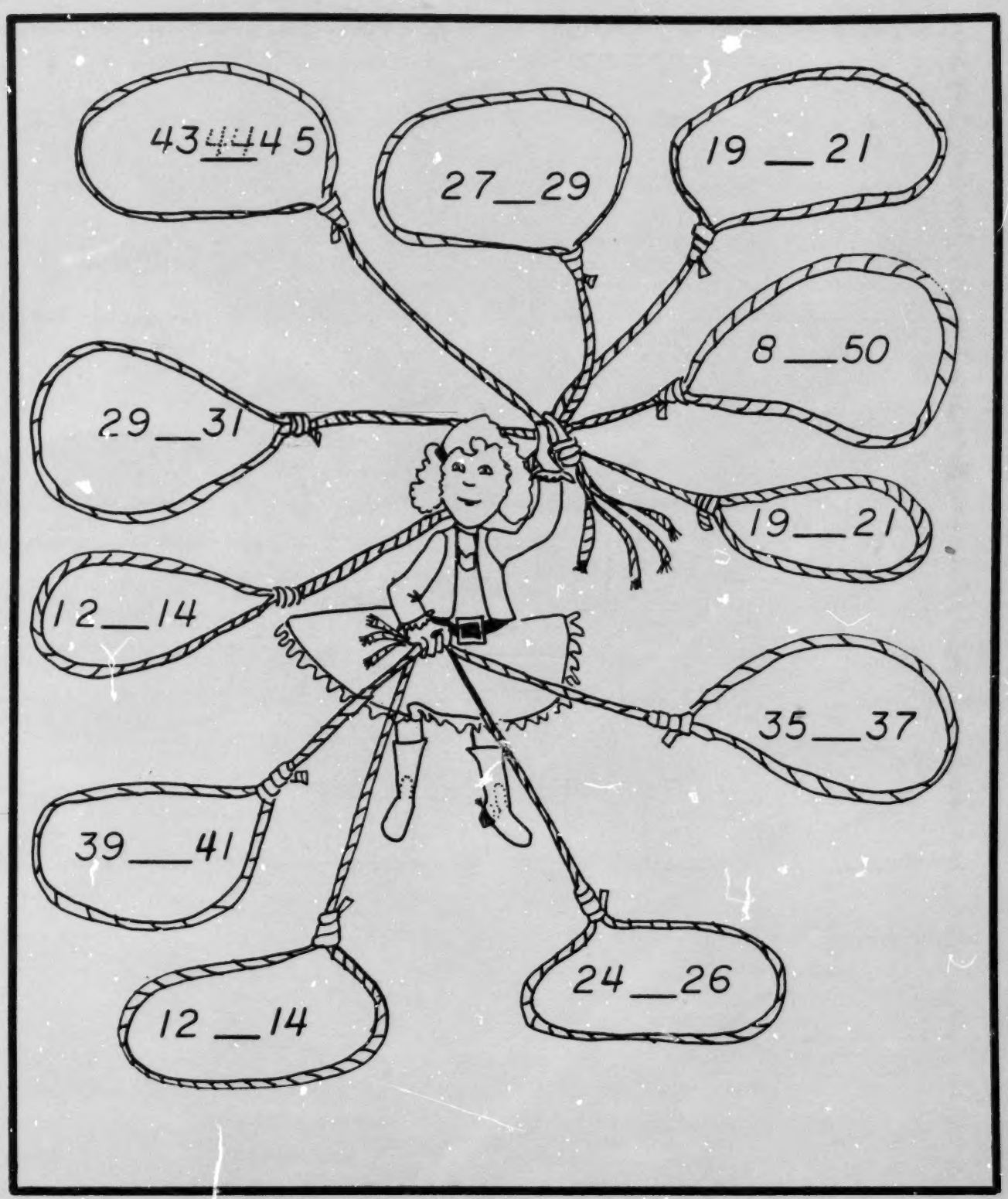
Fill in the numerals to get home before it rains.



P.O. 1.01.19.05

NAME:_____ CLASS:_____ DATE:_____

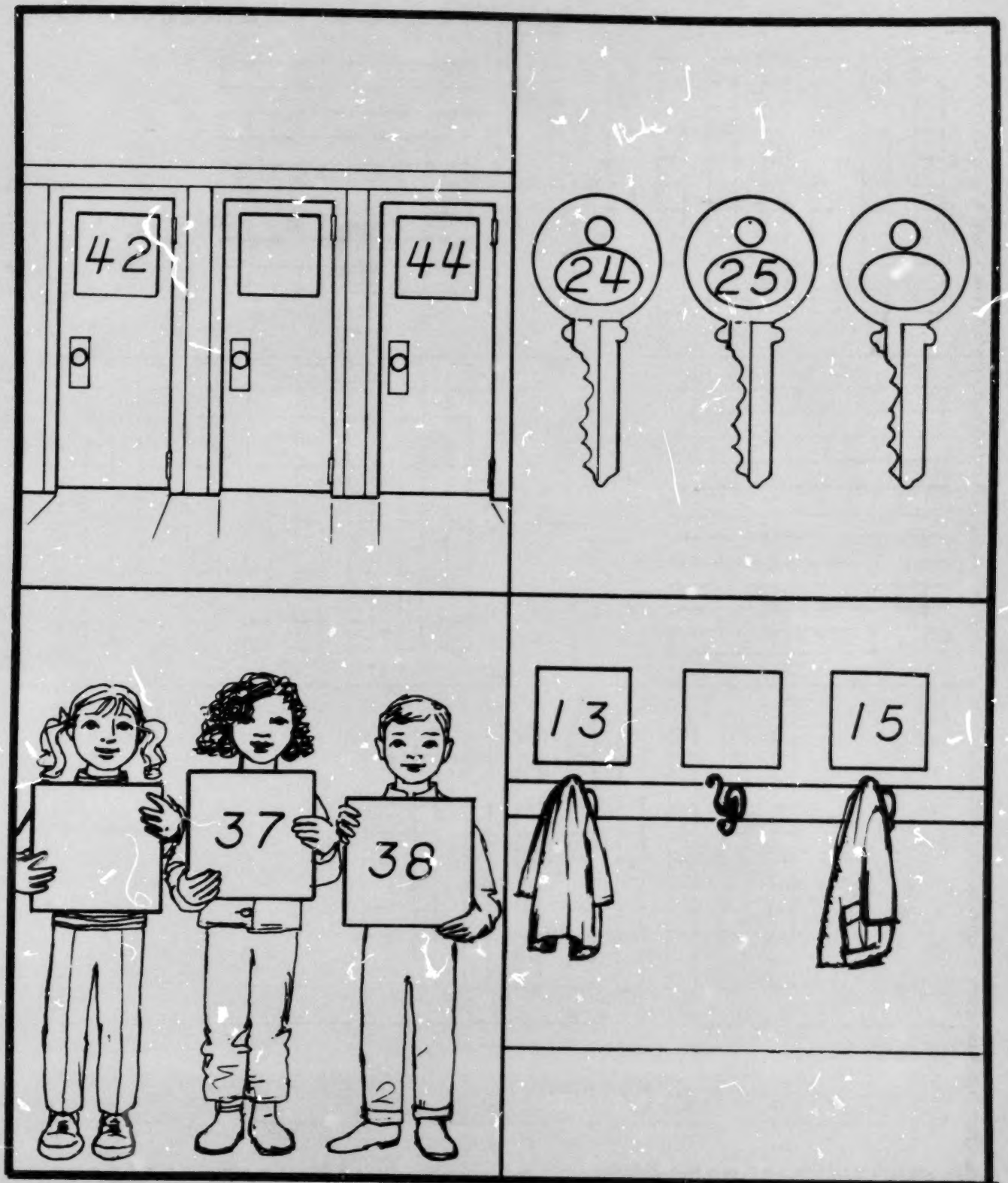
Write the numeral that comes between the numerals given.



P.O. 1.01.19.06

NAME: _____ CLASS: _____ DATE: _____

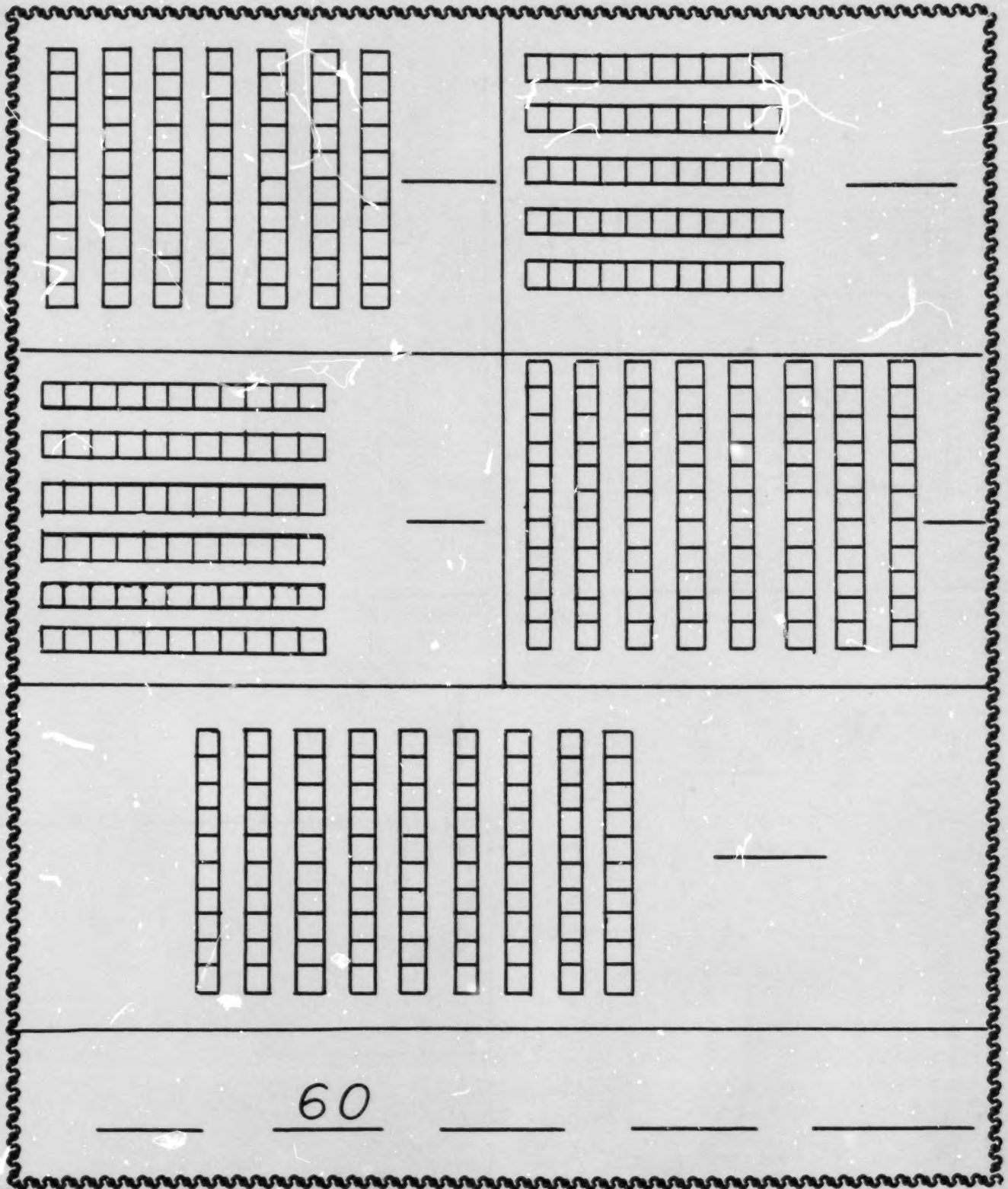
TEACHER: Create a word problem related to each picture.
Reinforce "before," "between" and "after."



P.O. 1.01.20.01

NAME: _____ CLASS: _____ DATE: _____

Count by tens and write the number.
Put the numbers in counting order on the lines at the bottom.

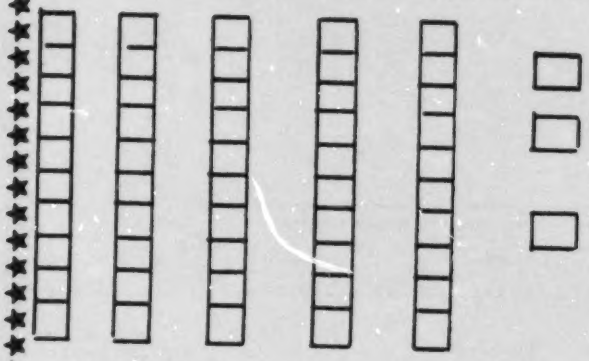


60

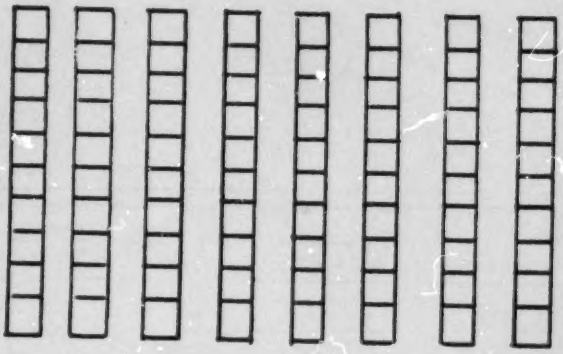
P.O. 1.01.20.02

NAME: _____ CLASS: _____ DATE: _____

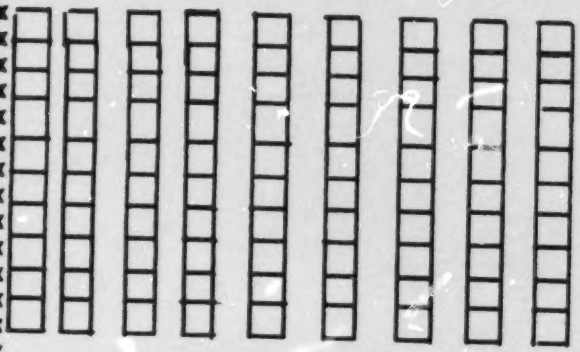
Look at each picture. Count the number of tens and ones.
Fill in the blanks.



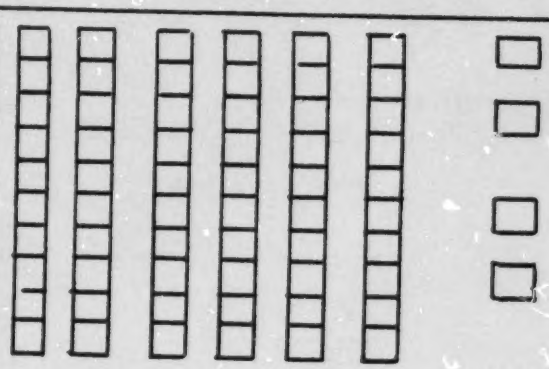
5 tens + 3 ones



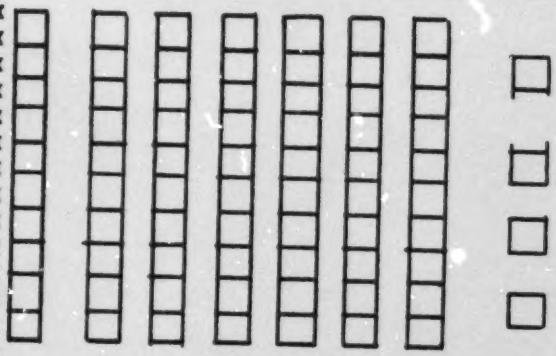
9 tens + 0 ones



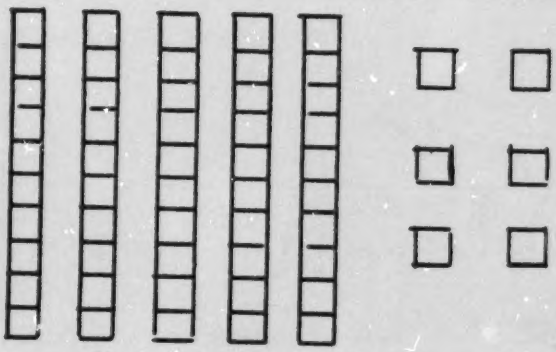
____ tens + ____ ones



____ tens + ____ ones



____ tens + ____ ones



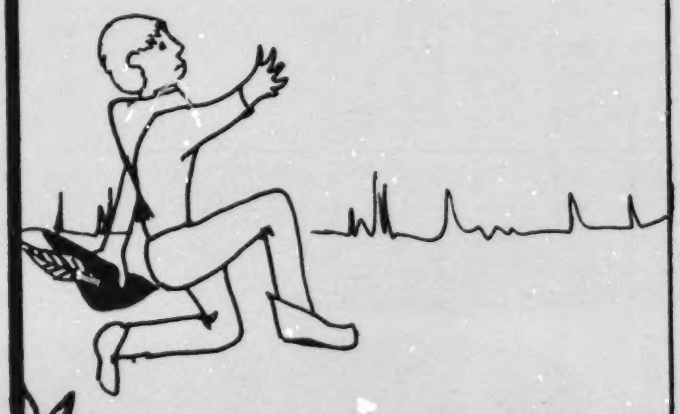
____ tens + ____ ones

P.O. 1.01.20.03

NAME: _____ CLASS: _____ DATE: _____

Write the number of tens and ones that make up the given numbers.

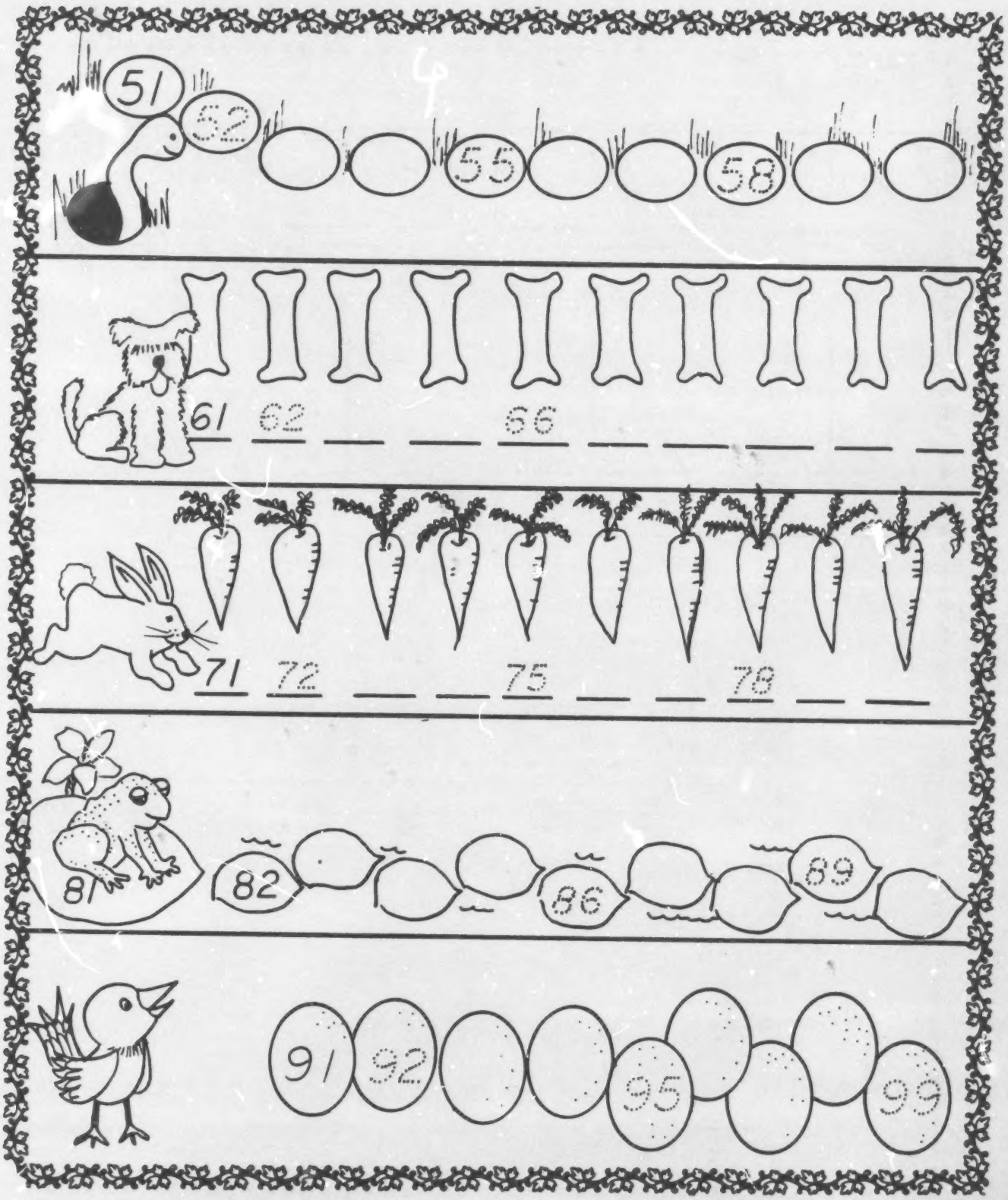
	Tens		Ones		Tens		Ones	
92 =	9	+	2		2	+	6	= 26
65 =	___	+	___		___	+	___	= 49
59 =	___	+	___		___	+	___	= 63
84 =	___	+	___		___	+	___	= 74
70 =	___	+	___		___	+	___	= 39
53 =	___	+	___		___	+	___	= 45
					___	+	___	= 52
					___	+	___	= 39
					___	+	___	= 61
					___	+	___	= 32



P.O. 1.01.21.01

NAME: _____ CLASS: _____ DATE: _____

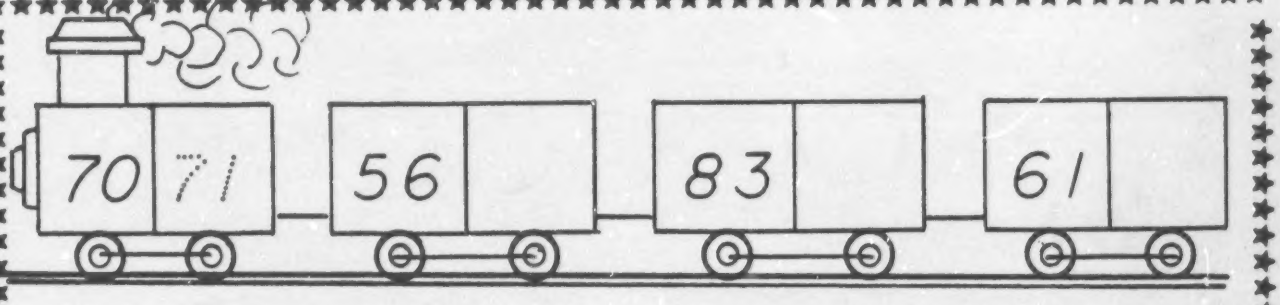
Fill in the missing numerals in counting order.

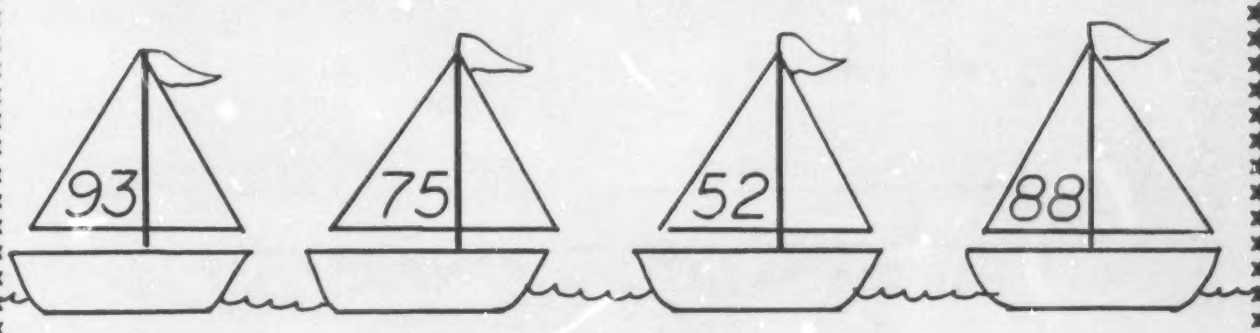


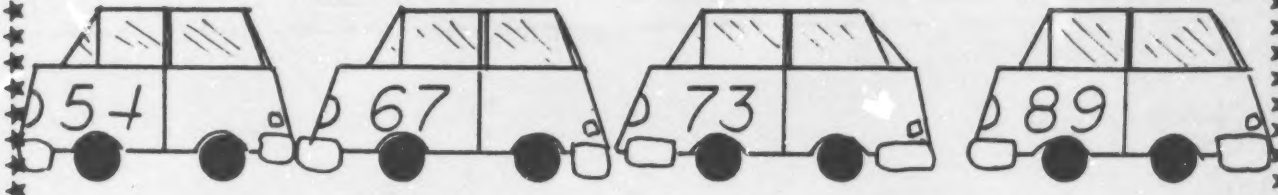
P.O. 1.01.21.02

NAME: _____ CLASS: _____ DATE: _____

Fill in each space with the numeral that comes after the given numeral.







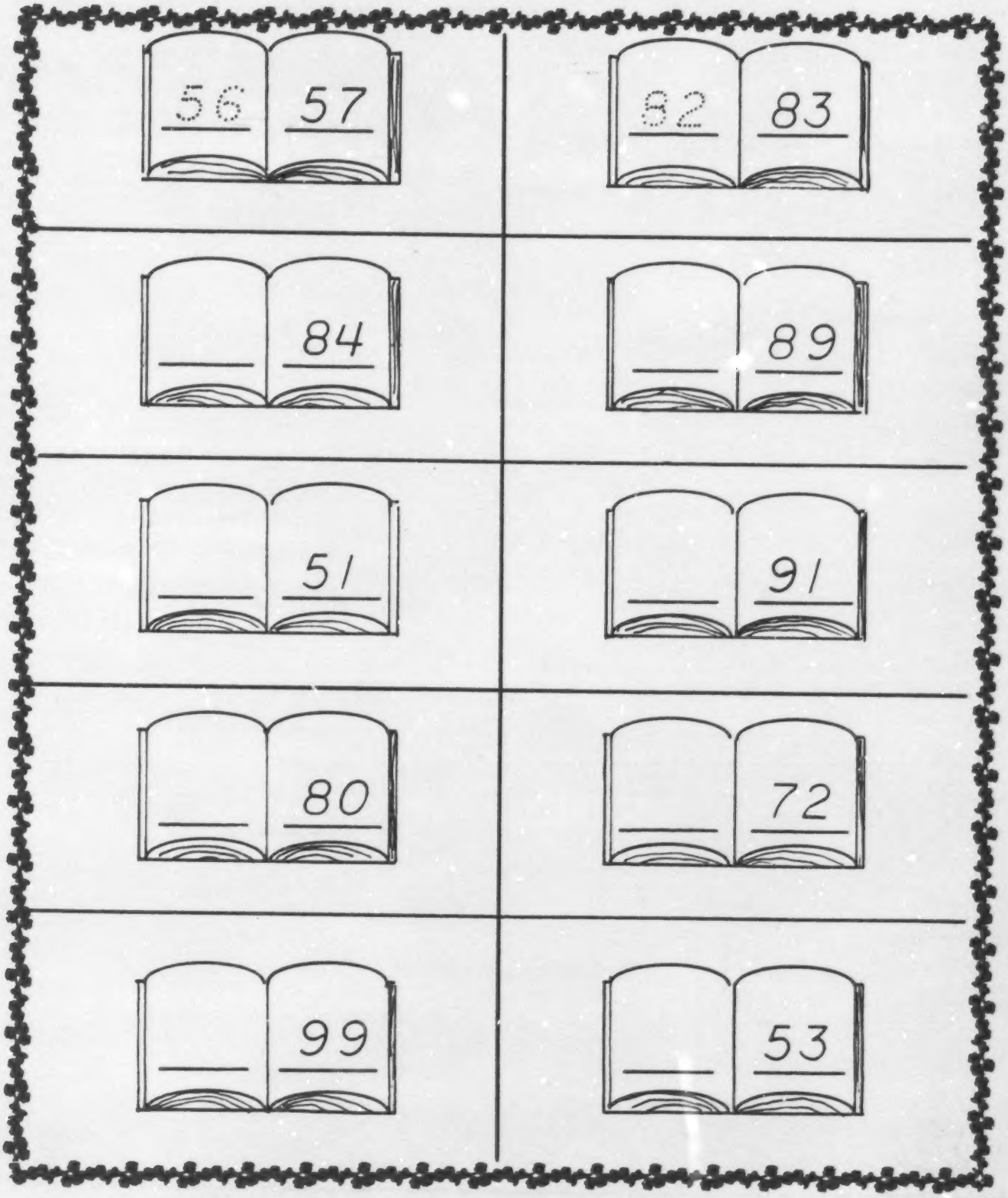
82, ____ 95, ____ 74, ____

66, ____ 50, ____ 98, ____

P.O. 1.01.21.03

NAME:_____ CLASS:_____ DATE:_____

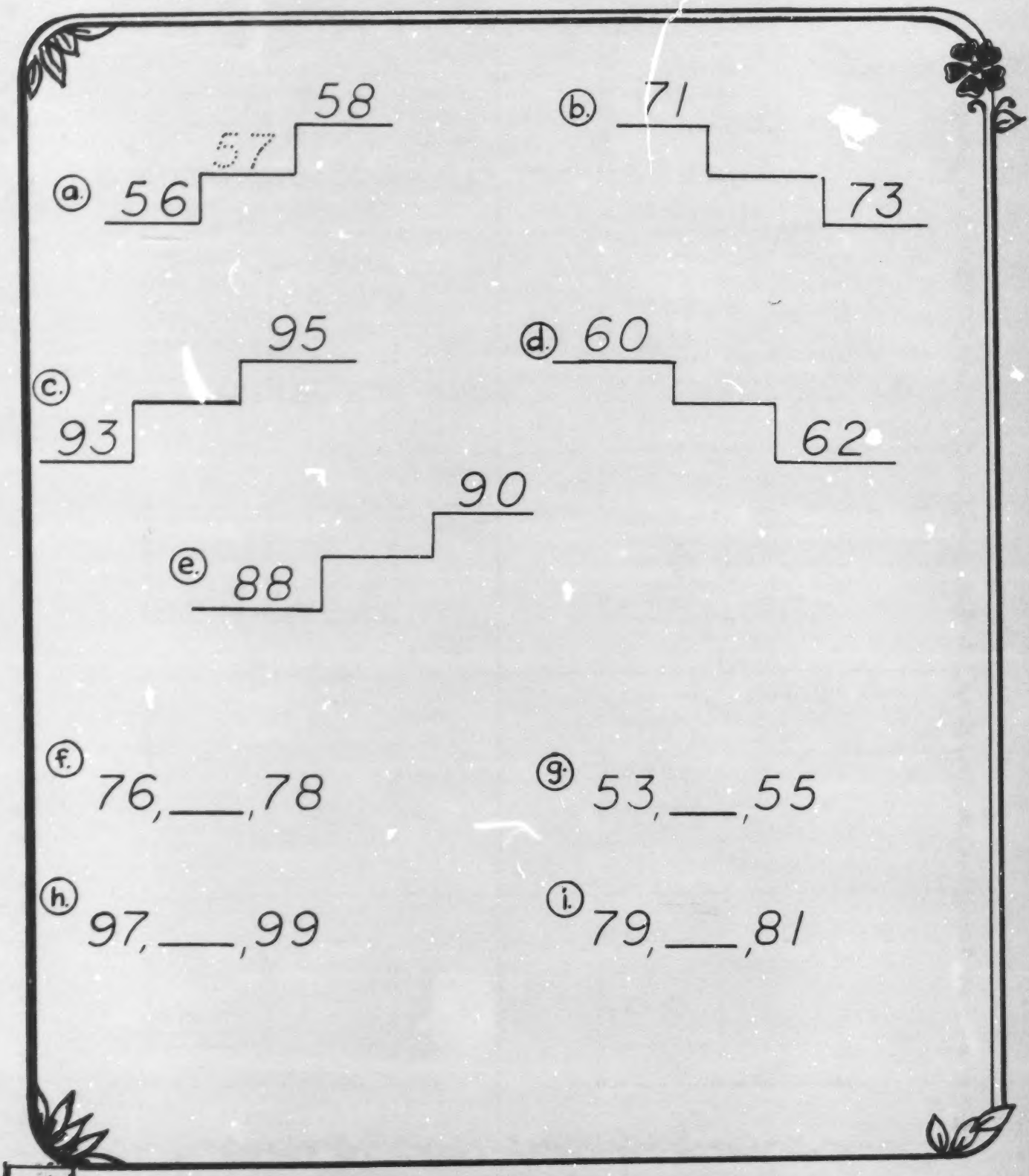
Write the page number that comes one before the page shown.



P.O. 1.01.21.04

NAME:_____ CLASS:_____ DATE:_____

Write the numeral that comes between the two given numerals.



P.O. 1.02.07.01

NAME: _____ CLASS: _____ DATE: _____

Add down or across.

10 + 3 13	22 + 6	32 + 5
24 + 4	43 + 2	15 + 4

11 + 6 = 17

13 + 5 = ☐

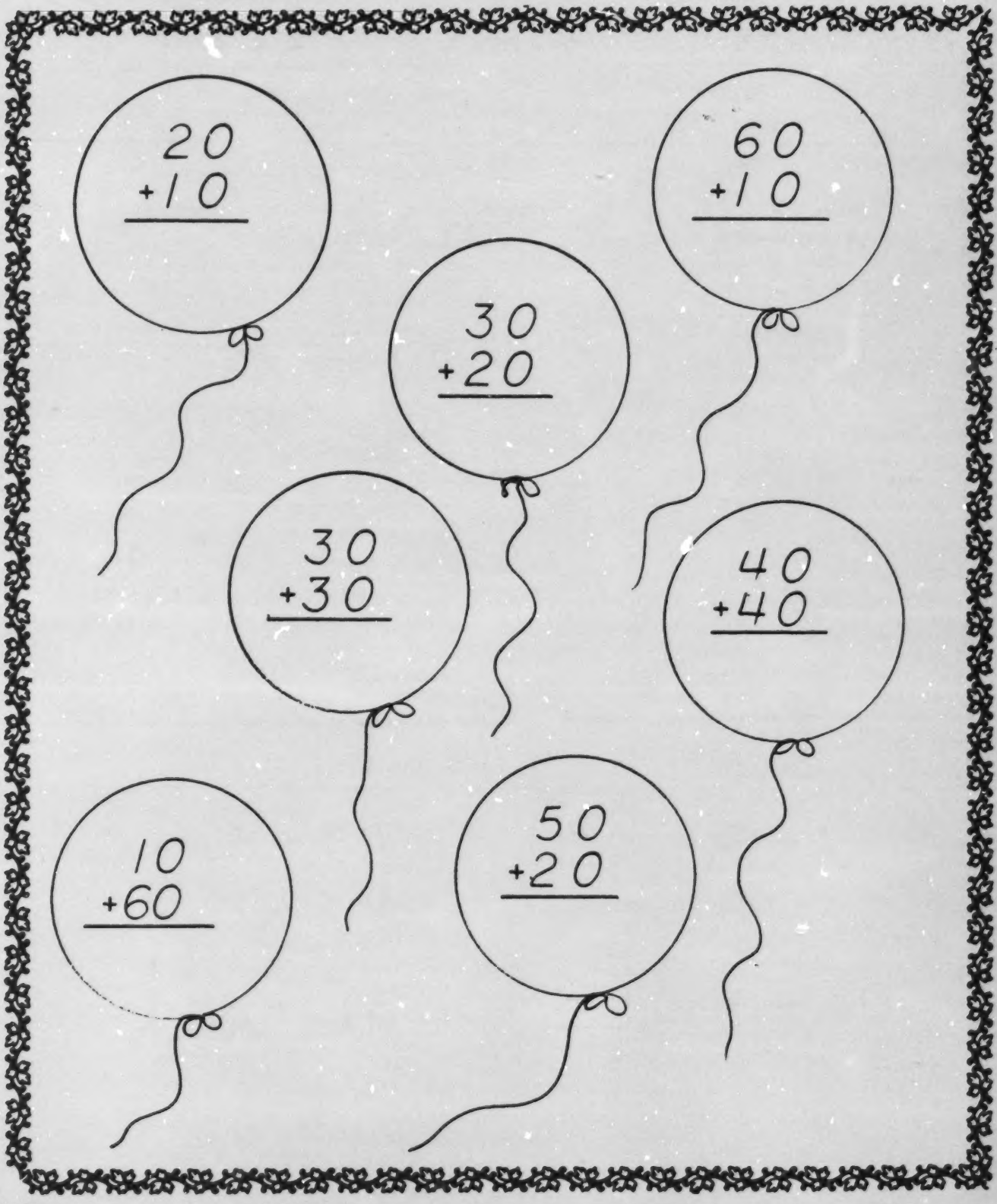
24 + 3 = ☐

32 + 6 = ☐

P.O. 1.02.07.02

NAME:_____ CLASS:_____ DATE:_____

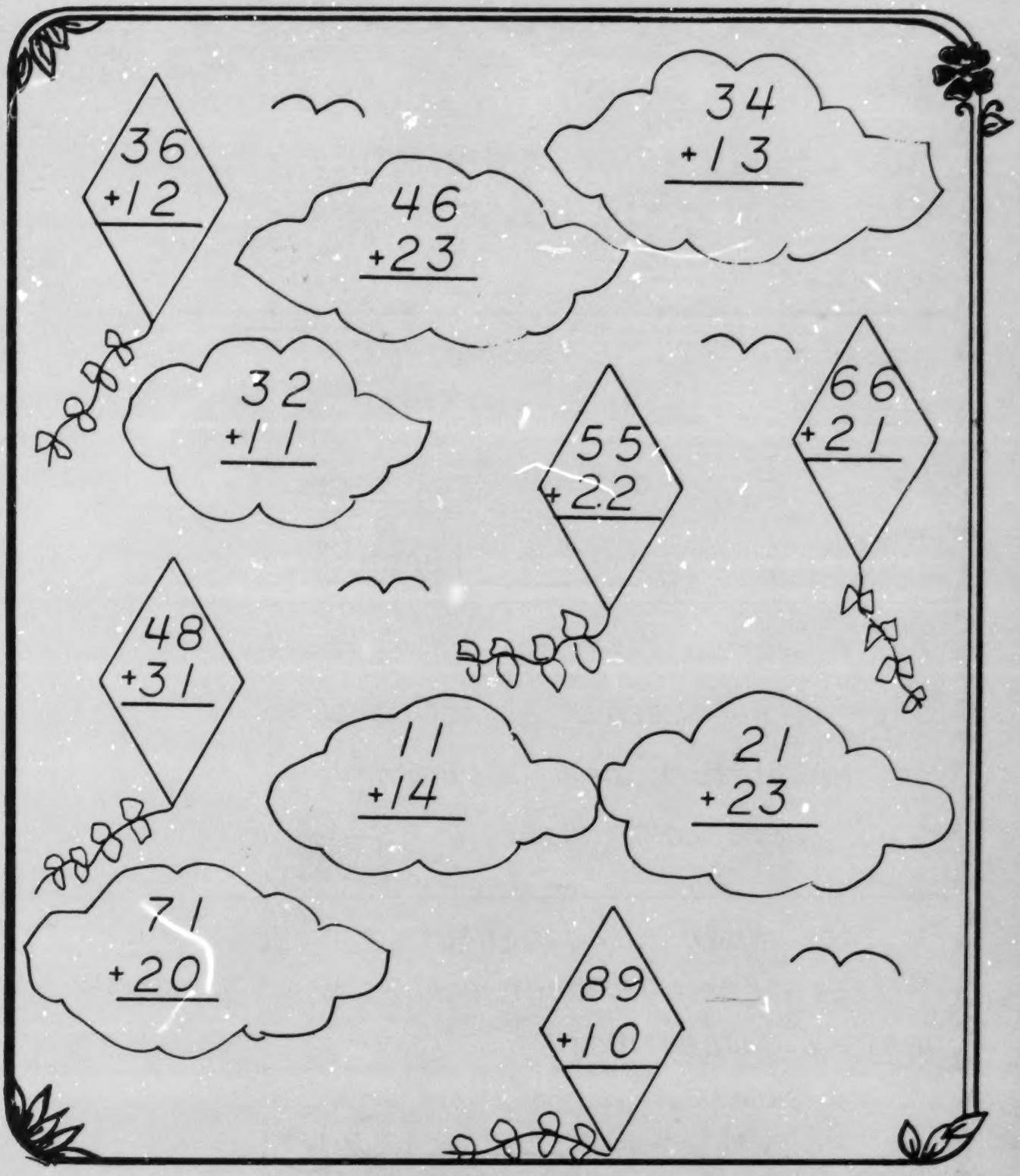
Find the sums.



P.O. 1.02.07.03

NAME: _____ CLASS: _____ DATE: _____

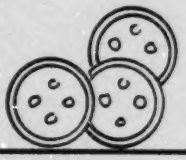
Fly high. Add the numbers.



P.O. 1.02.07.04

NAME: _____ CLASS: _____ DATE: _____

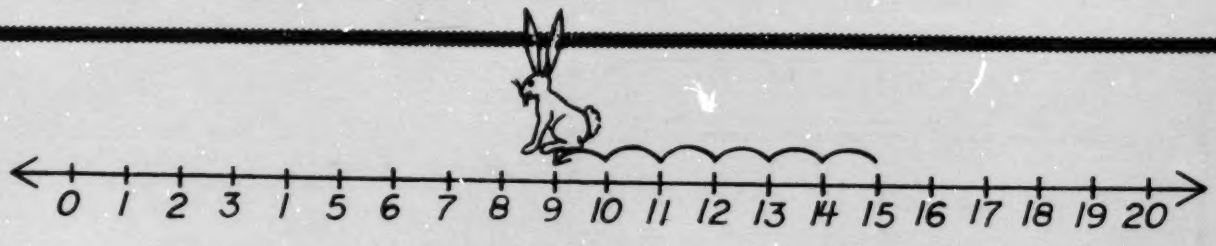
Solve each story problem. Write the example.

Mary had 22 buttons. Jane had 34 buttons. How many did both girls have? _____ 	Work Space
Jack had 31 baseball cards. Mark gave him 42 baseball cards. How many did Jack have then? _____	
There were 30 books on the top shelf. The teacher put 20 books on the bottom shelf. How many books were on both shelves? _____	
Mother made 12 doughnuts. Sister made 4 doughnuts. How many did they make in all? _____	

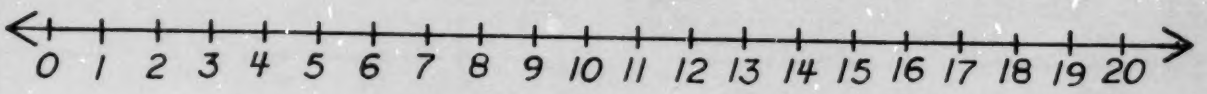
P.O. 1.03.07.01

NAME: _____ CLASS: _____ DATE: _____

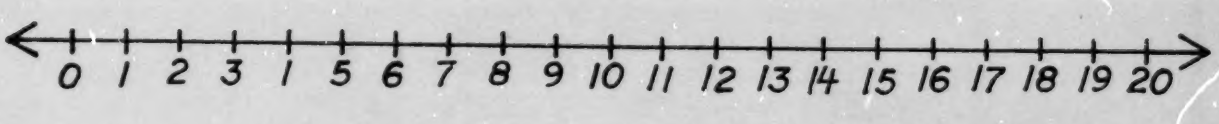
Make the hops along the number line.
Complete each subtraction fact.



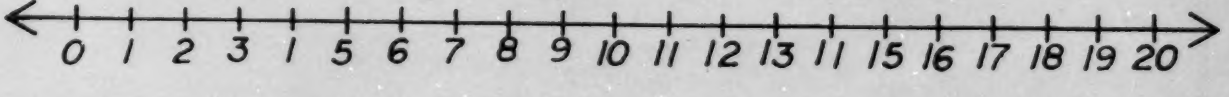
15 − 6 = 9



15 − 9 = ___



13 − 4 = ___

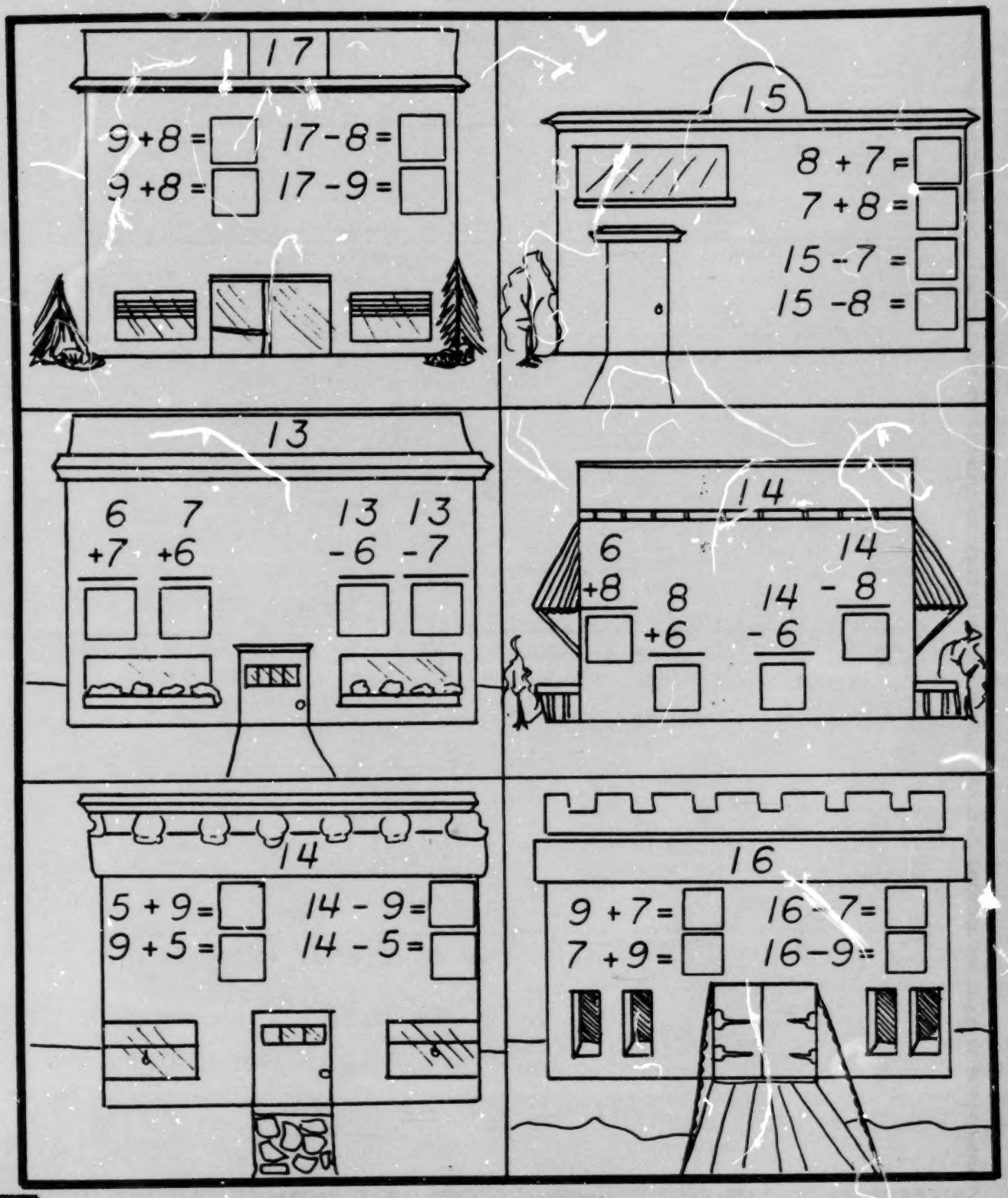


14 − 8 = ___

P.O. 1.03.07.02

NAME: _____ CLASS: _____ DATE: _____

The numeral at the top of each house tells the number family that lives there. Put the numeral in the empty box in each house to make that number family complete.



P.O. 1.03.07.03

NAME: _____ CLASS: _____ DATE: _____

Solve each subtraction example.
Check each subtraction example by adding.

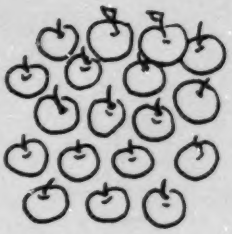
$\begin{array}{r} 11 \\ -\ 6 \\ \hline 5 \end{array}$ check $\begin{array}{r} 5 \\ +\ 6 \\ \hline 11 \end{array}$	$\begin{array}{r} 14 \\ -\ 7 \\ \hline \square \end{array}$ check $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$
$\begin{array}{r} 12 \\ -\ 3 \\ \hline \square \end{array}$ check $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$	$\begin{array}{r} 13 \\ -\ 6 \\ \hline \square \end{array}$ check $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$
$\begin{array}{r} 18 \\ -\ 7 \\ \hline \square \end{array}$ check $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$	$\begin{array}{r} 15 \\ -\ 6 \\ \hline \square \end{array}$ check $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$
$\begin{array}{r} 11 \\ -\ 7 \\ \hline \square \end{array}$ check $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$	$\begin{array}{r} 16 \\ -\ 7 \\ \hline \square \end{array}$ check $\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$

P.O. 1.03.07.04

NAME: _____ CLASS: _____ DATE: _____

Draw an X on the objects to be taken away.
Complete the number sentence for each picture story.
Check each answer.

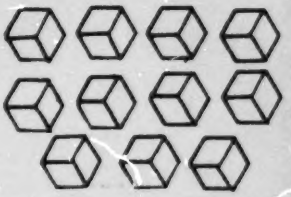
18 − 9 = □



check

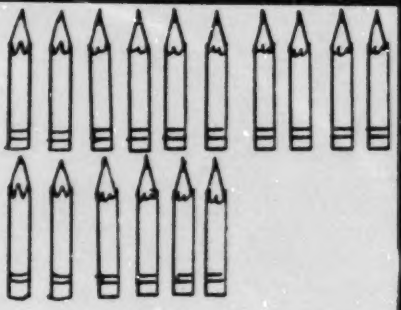
9 + □ = 18

11 − 8 = □



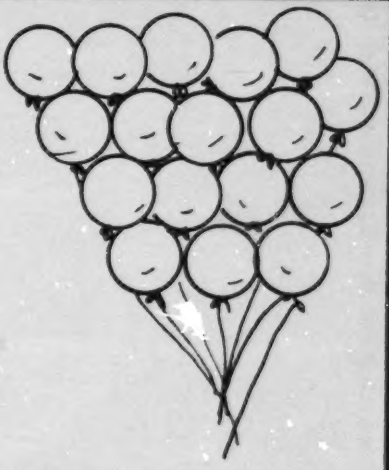
check

16
− 7



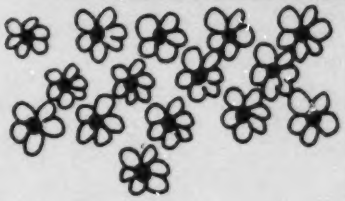
check

17
− 9



check

15
− 6



check

14
− 8

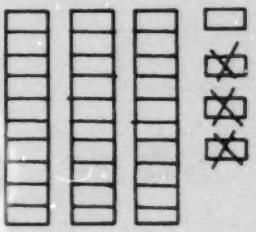
check

P.O. 1.03.08.01

NAME:_____ CLASS:_____ DATE:_____

Find the difference and write the examples.

Subtract



Tens	Ones
3	4
−	3
3	1

$$\begin{array}{r} 34 \\ -\ 3 \\ \hline 31 \end{array}$$

Tens	Ones
4	7
−	5
4	2

$$\begin{array}{r} 47 \\ -\ 5 \\ \hline \end{array}$$

Tens	Ones
5	6
−	3

$$-\ ____$$

3	8
−	4

$$-\ ____$$

7	3
−	2

$$=\ ____$$

P.O. 1.03.08.02

NAME: _____ CLASS: _____ DATE: _____

Find the differences. Find the sums.
Draw a line to the example that can be used to check the subtraction example.

$58 - 6 = \boxed{52}$	$42 + 5 = \boxed{\quad}$
$65 - 4 = \boxed{\quad}$	$52 + 6 = \boxed{58}$
$29 - 6 = \boxed{\quad}$	$34 + 2 = \boxed{\quad}$
$47 - 5 = \boxed{\quad}$	$52 + 3 = \boxed{\quad}$
$36 - 2 = \boxed{\quad}$	$23 + 6 = \boxed{\quad}$
$55 - 3 = \boxed{\quad}$	$61 + 4 = \boxed{\quad}$

P.O. 1.03.08.03

NAME:_____ CLASS:_____ DATE:_____

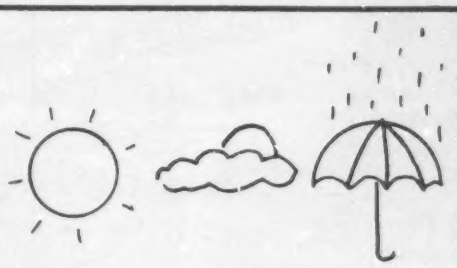
Write the subtraction sentence. Solve the problem and check your answer.

Problem	Subtraction Sentence	Check
46 hats 5 sold How many left?	46 − 5 41	41 + 5 46
27 bicycles 4 rode away How many left?		
68 flowers 4 picked How many left?		
39 balloons 6 blew away How many left?		
32 rabbits 2 hopped away How many left?		

P.O. 1.12.03.01

NAME: _____ CLASS: _____ DATE: _____

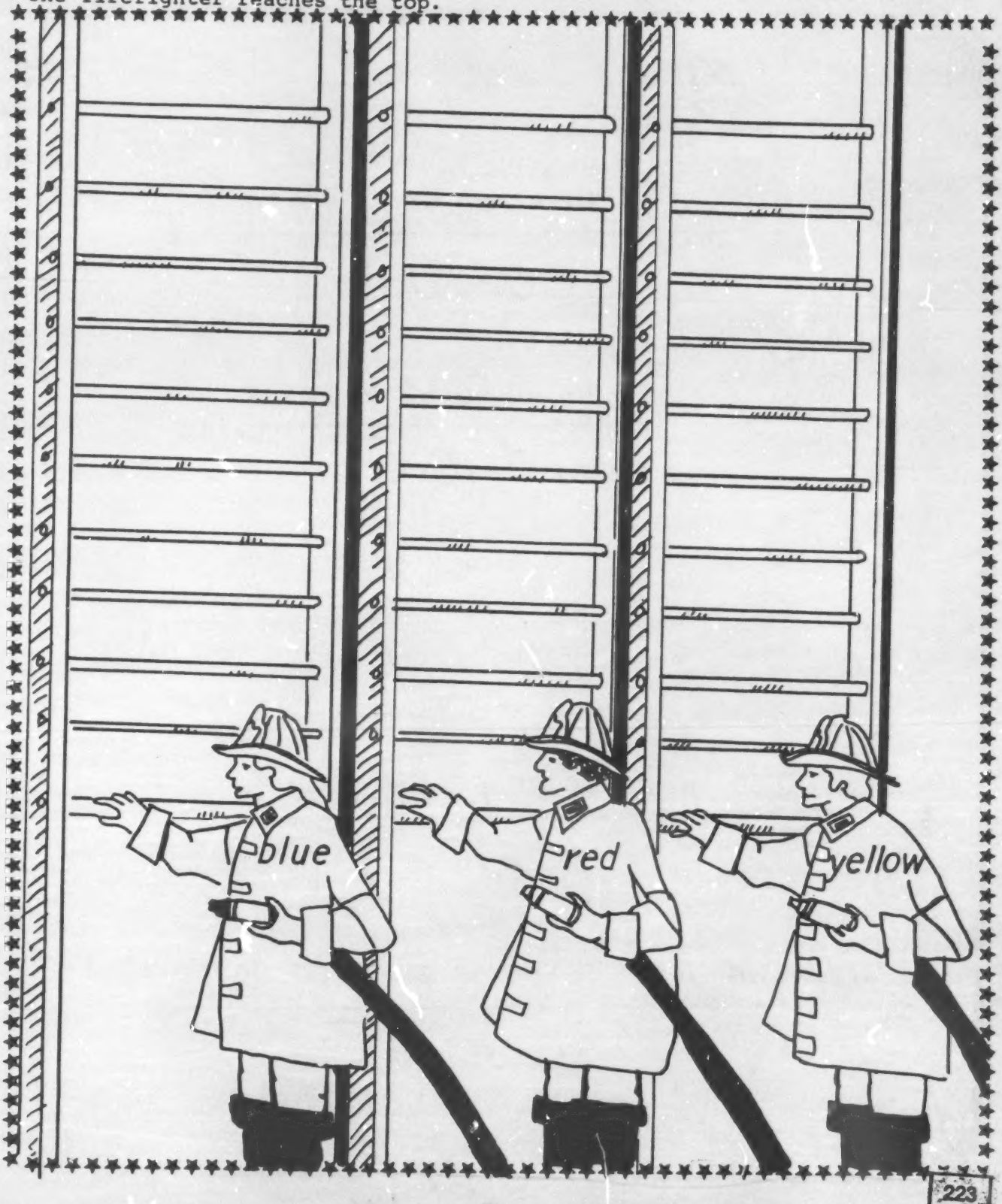
Circle the weather you predict for each day.
On that day, circle the actual weather.

Day	Prediction	Actual Weather
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

P.O. 1.12.03.02

NAME: _____ CLASS: _____ DATE: _____

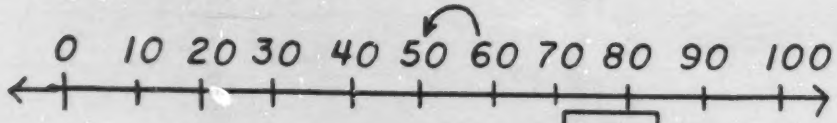
Place a red, a blue, and a green block in a bag. Pick a block. Color one space of the ladder next to the firefighter whose color you picked. Return the block to the bag and pick again. Continue picking and coloring until one firefighter reaches the top.



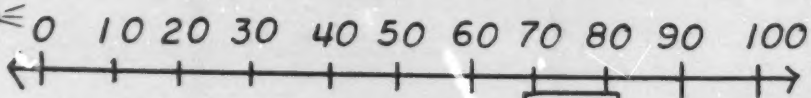
P.O. 1.03.09.01

NAME: _____ CLASS: _____ DATE: _____

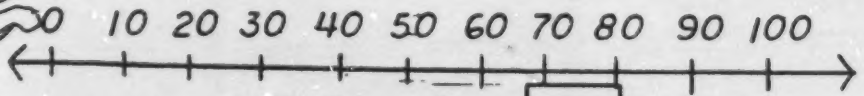
Complete the examples using the number line.



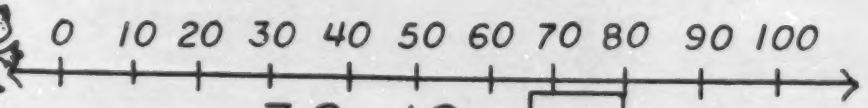
60 - 10 = 50



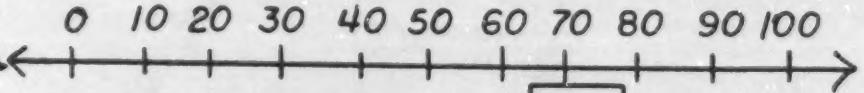
40 - 10 = ☐



70 - 10 = ☐



30 - 10 = ☐

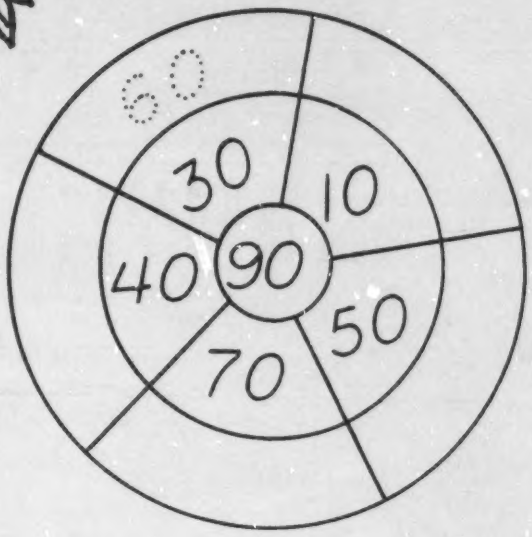


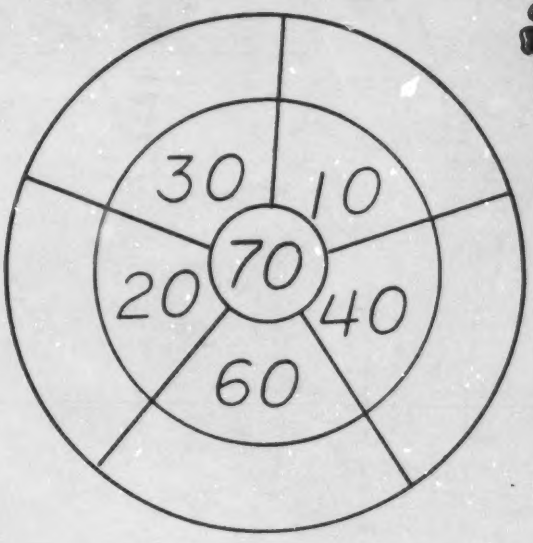
50 - 10 = ☐

P.O. 1.03.09.02

NAME:_____ CLASS:_____ DATE:_____

Subtract each number in the inner ring from the number in the center. Write the difference in the outer ring.





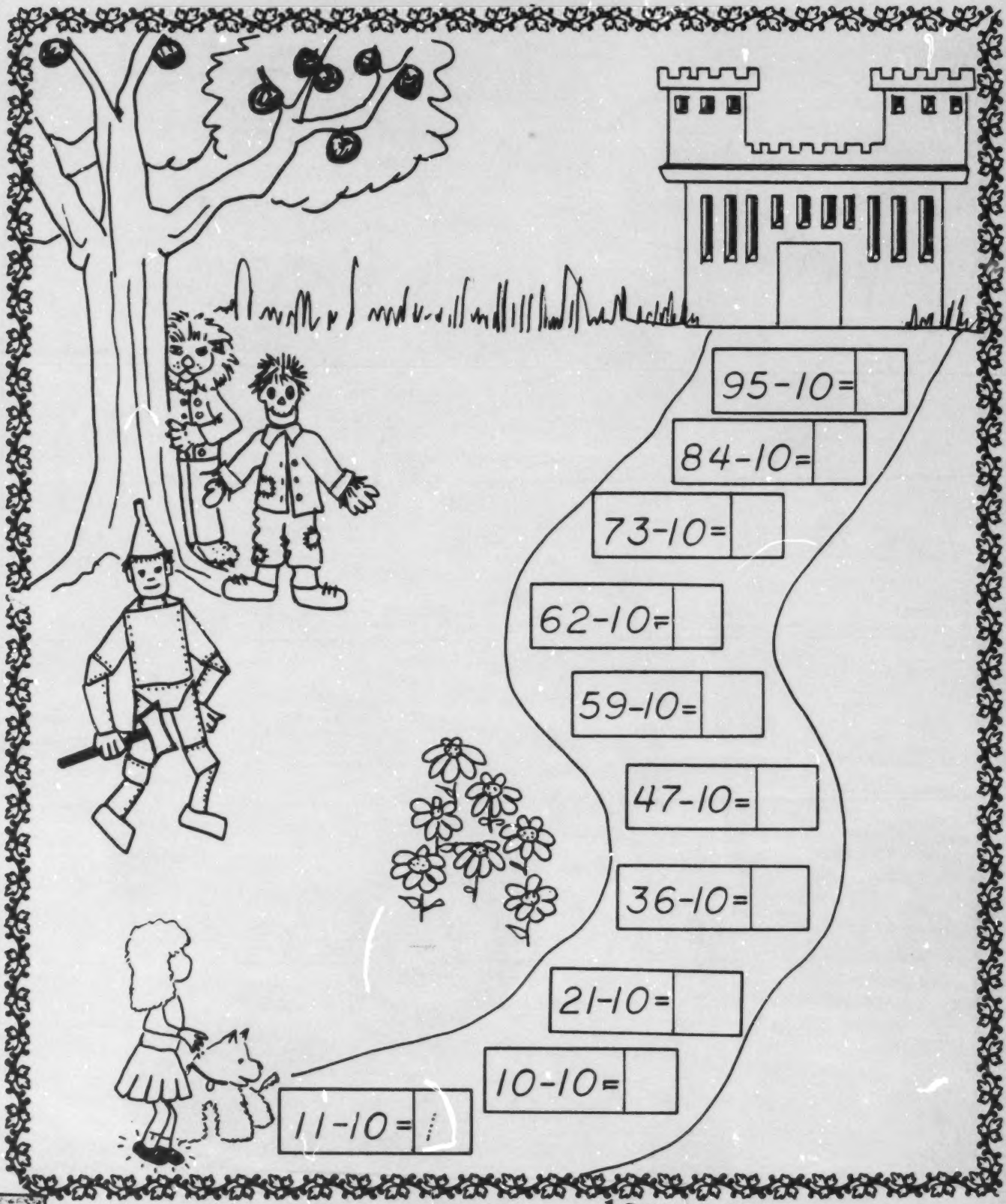
60	70	80	90	50
-30	-50	-20	-60	-10

20	90	60	30	50
-10	-20	-50	-20	-20

P.O. 1.03.09.03

NAME:_____ CLASS:_____ DATE:_____

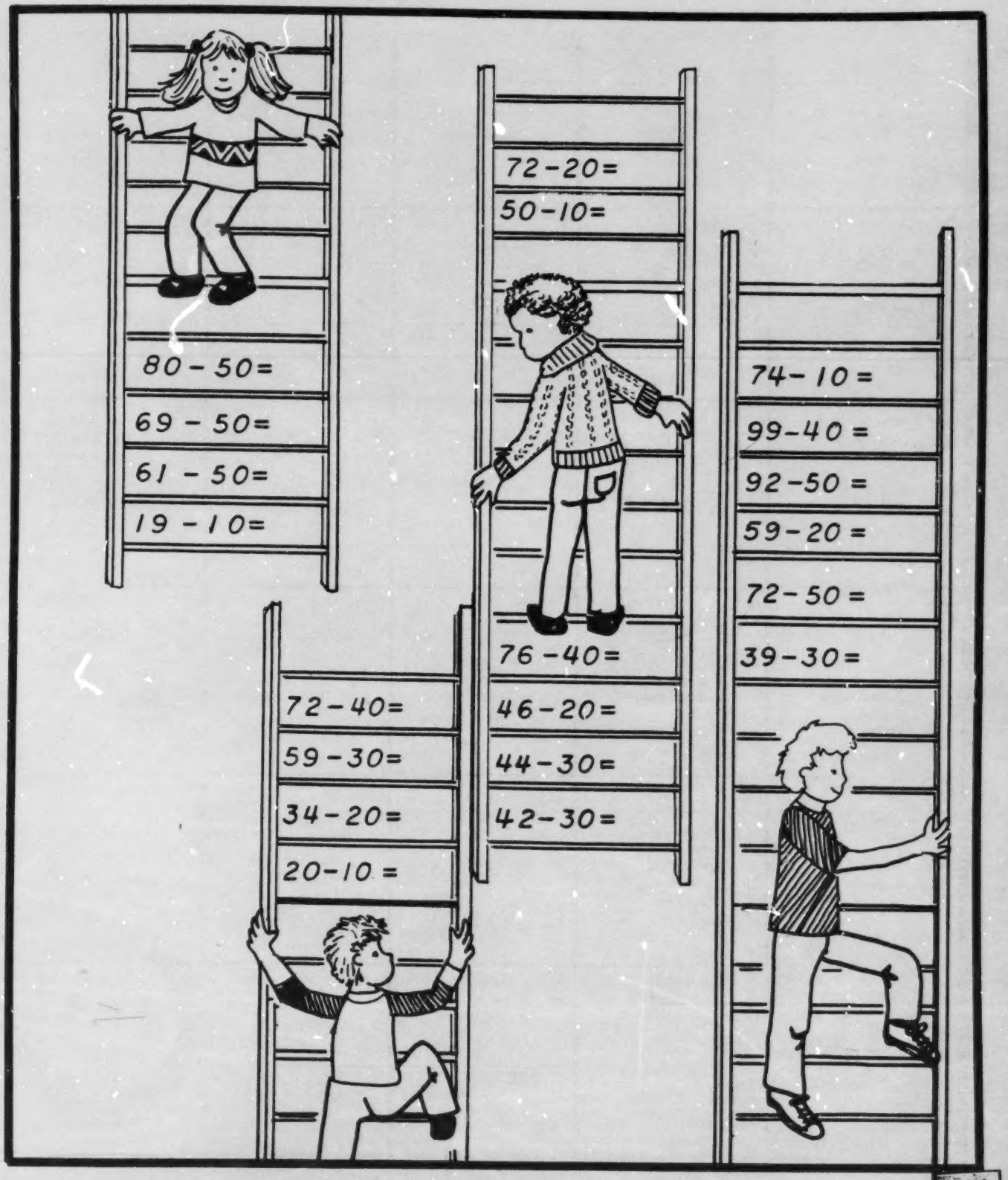
Dorothy must follow the yellow brick road. Help her complete each number sentence. Write the missing numbers.



P.O. 1.03.09.04

NAME: _____ CLASS: _____ DATE: _____

Complete each subtraction example.



227

P.O. 1.03.10.01

NAME:_____ CLASS:_____ DATE:_____

Use page 81a with page 81b.
Find the differences to the problems on page 81a.
Go to page 81b.

(a) 64 - 20	(b) 66 - 12	(c) 28 - 10	(d) 73 - 10	(e) 59 - 12
(f) 98 - 10	(g) 98 - 25	(h) 37 - 33	(i) 58 - 13	(j) 49 - 21
(k) 33 - 10	(l) 55 - 22	(m) 76 - 30	(n) 17 - 10	(o) 99 - 5
(p) 58 - 20	(q) 45 - 40	(r) 87 - 30	(s) 89 - 11	(t) 68 - 62
(u) 97 - 2	(v) 33 - 20	(w) 78 - 10	(x) 96 - 13	(y) 98 - 2
		(z) 99 - 2		

P.O. 1.03.10.01

NAME:_____ CLASS:_____ DATE:_____

Color in the answer box for each of the subtraction problems on page 81a.
What numeral have you formed?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

P.O. 1.03.10.02

NAME: _____ CLASS: _____ DATE: _____

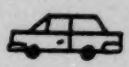
Find the difference. Check by addition.

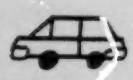
28 -10 _____	18 +10 _____
24 -12 _____	..... + ... _____
37 -12 _____	..... + ... _____
55 -25 _____	..... + ... _____
47 -24 _____	..... + ... _____
39 -26 _____	..... + ... _____
58 -21 _____	..... + ... _____
42 -30 _____	..... + ... _____
67 -45 _____	..... + ... _____
56 -33 _____	..... + ... _____

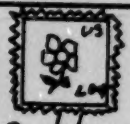
P.O. 1.03.10.03

NAME: _____ CLASS: _____ DATE: _____

Solve each story problem. Write the subtraction sentence.

There were 38 in the parking lot. 17 drove away. How many  were left?

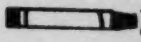
_____ 

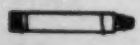
John had 87  in his book. He gave Harry 23 . How many did John have then?

_____

Mother made 45 Brother and sister ate 31 How many were left?

_____

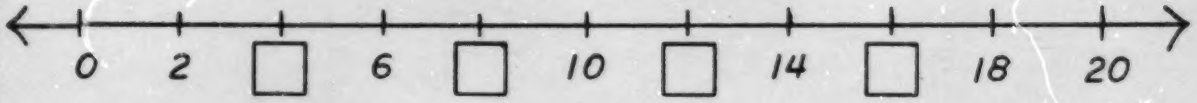
The Teacher had 68 . She gave 25  to the children. How many did she have left?

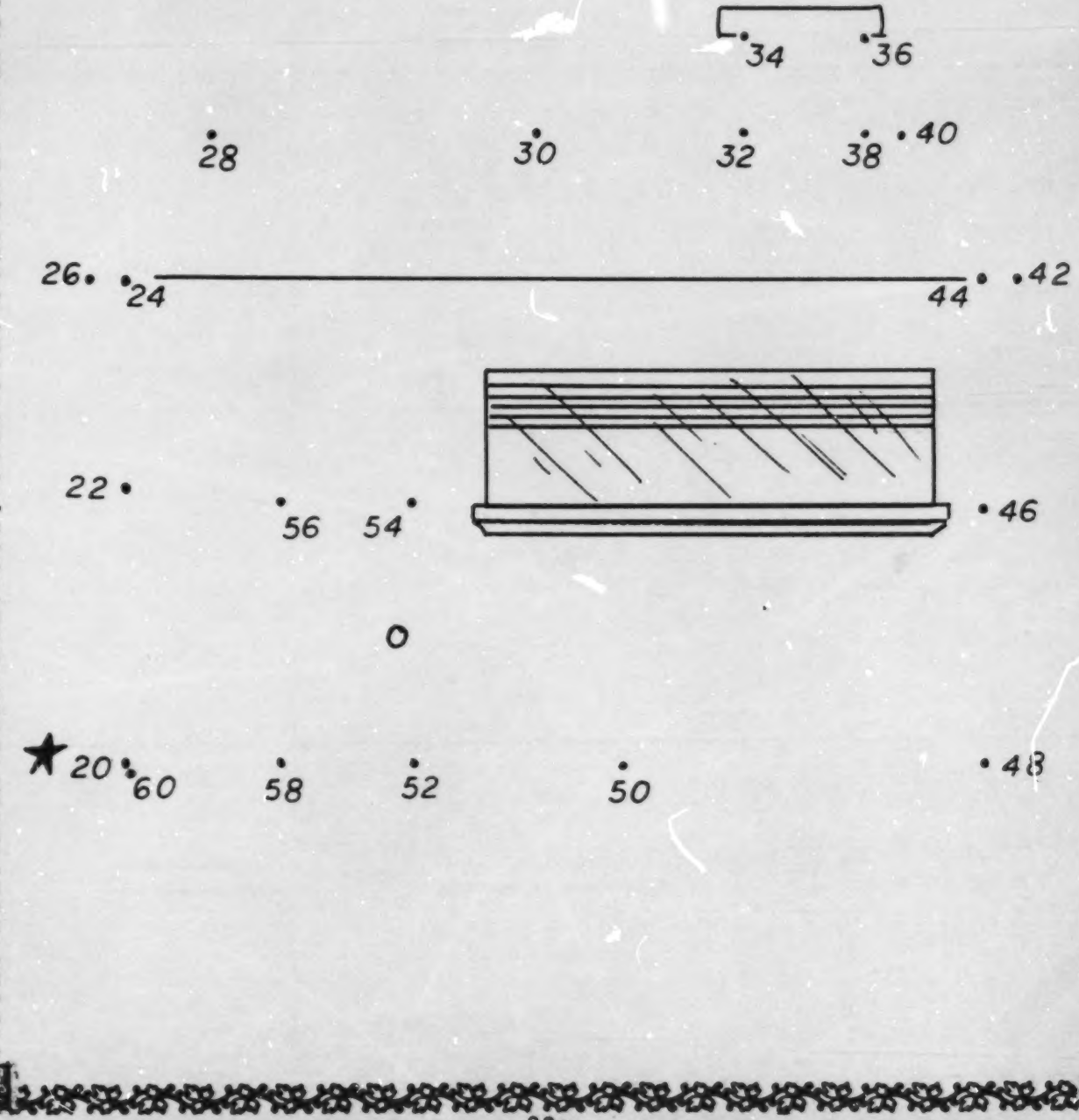
_____ 

P.O. 1.01.22.01

NAME: _____ CLASS: _____ DATE: _____

Fill in the number line.
Find the ★.
Count by twos to connect the dots.

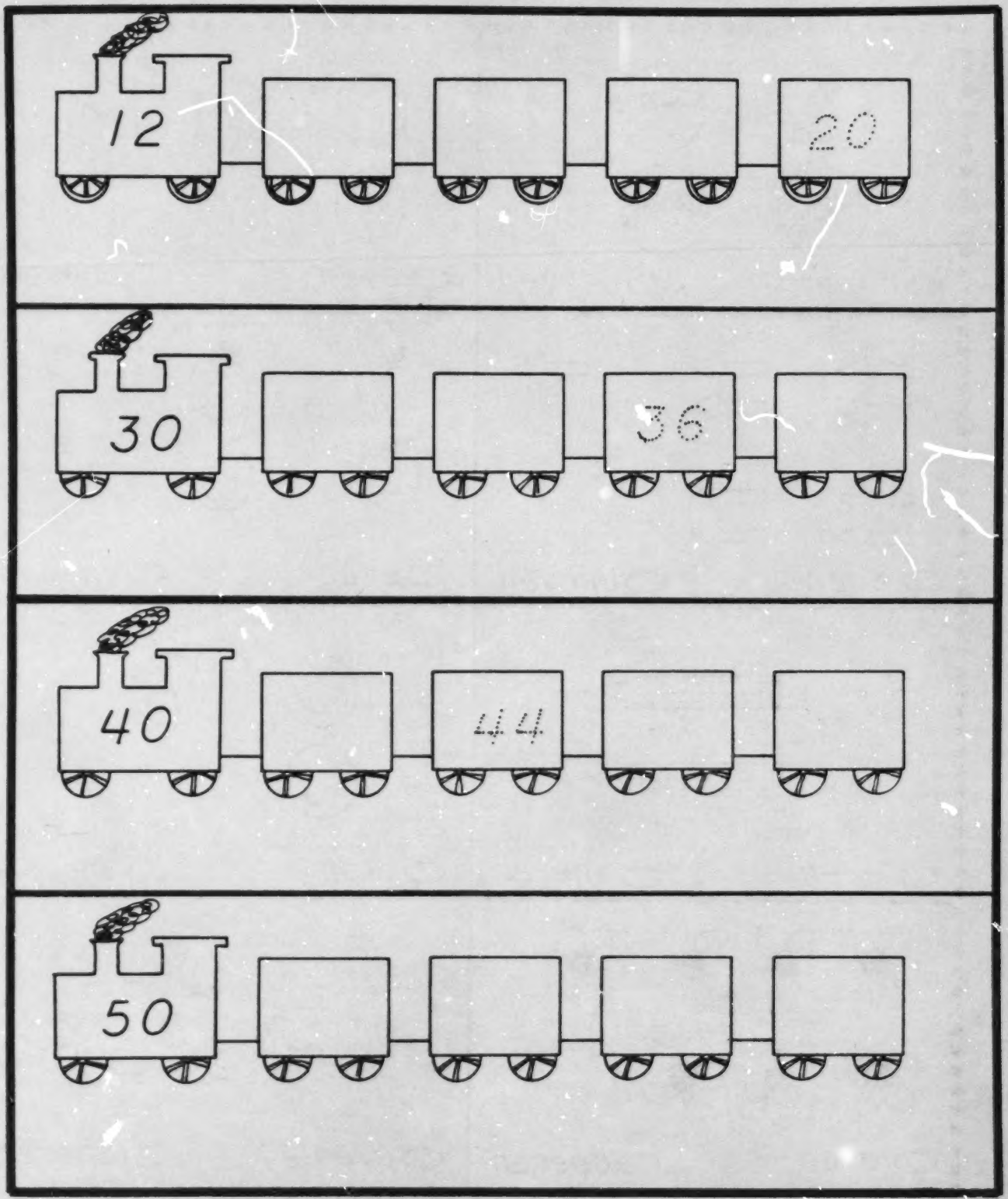




P.O. 1.01.22.02

NAME:_____ CLASS:_____ DATE:_____

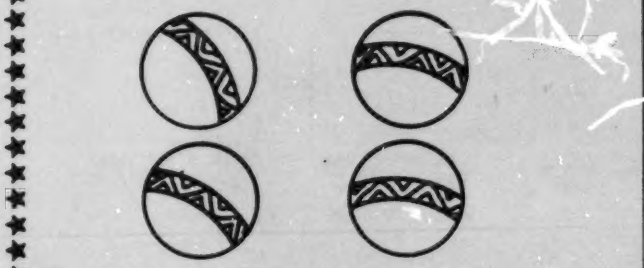
Write the numerals in each train car in correct counting order.
Count by twos.



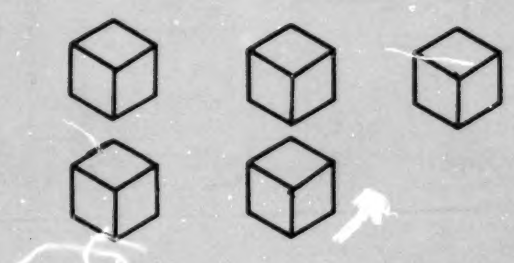
P.O. 1.01.23.01

NAME: _____ CLASS: _____ DATE: _____

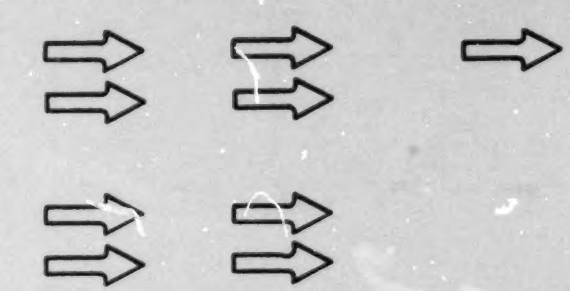
Separate each set into groups of two. Show whether the group in each box is even or not even.



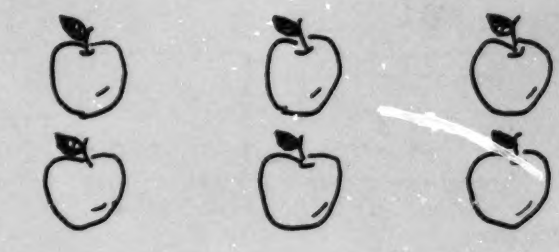
● even ○ uneven



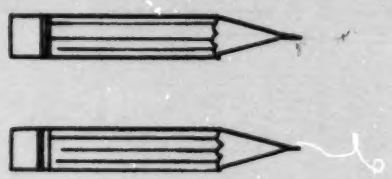
○ even ○ uneven



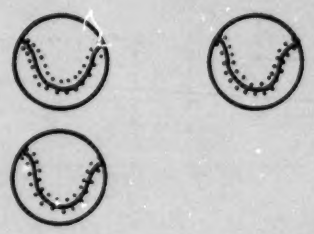
○ even ○ uneven



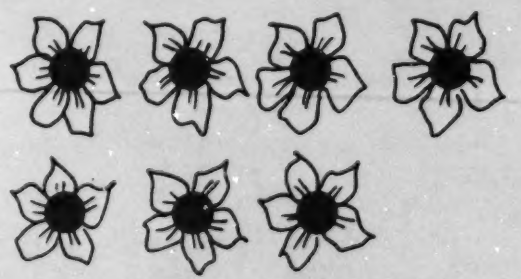
○ even ○ uneven



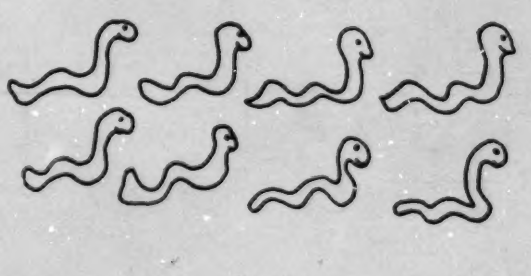
○ even ○ uneven



○ even ○ uneven



○ even ○ uneven

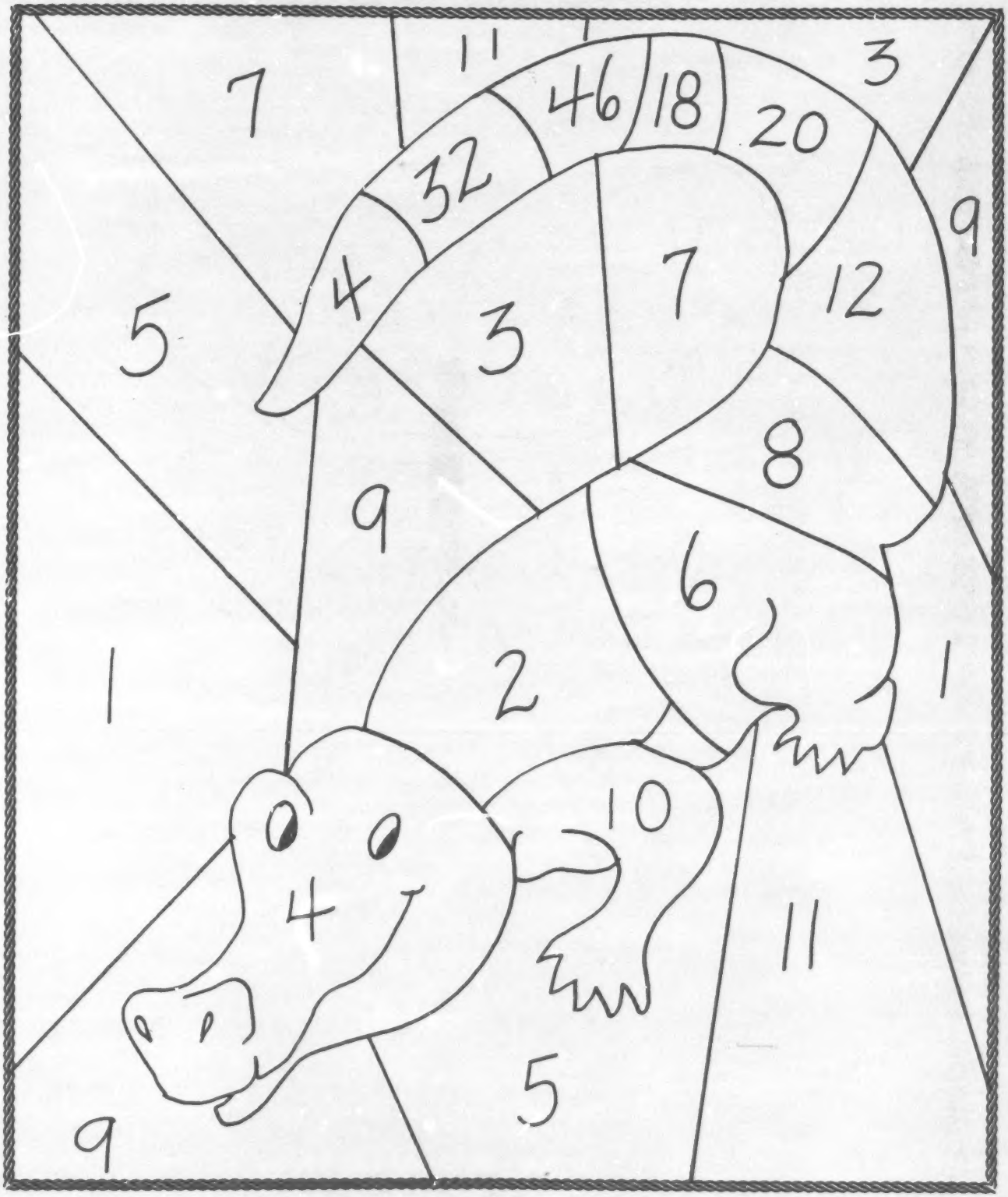


○ even ○ uneven

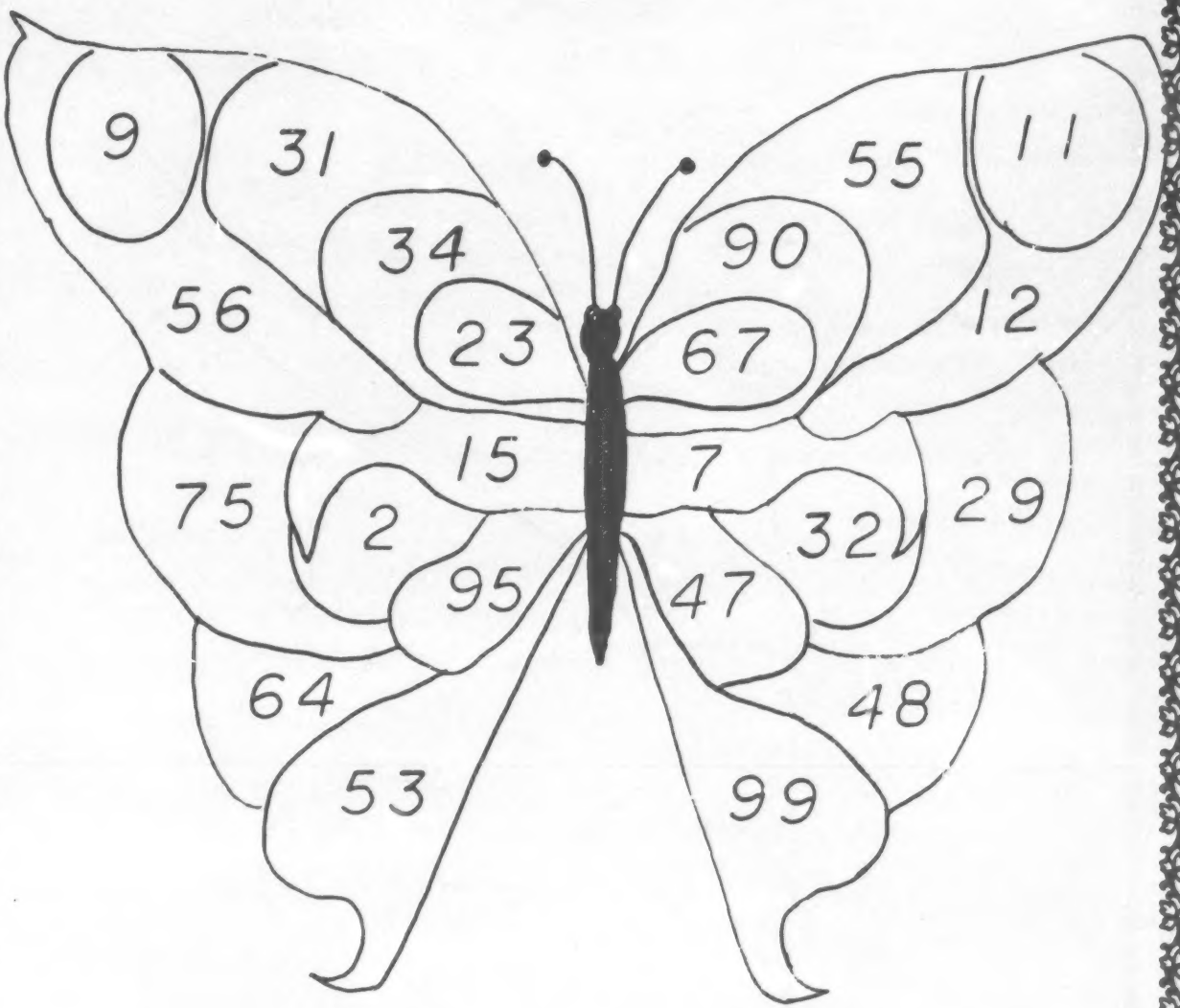
P.O. 1.01.23.02

NAME: _____ CLASS: _____ DATE: _____

Color the even numbers.
What picture have you found?



P.O. 1.01.23.03

NAME:_____CLASS:_____DATE:_____

Color the odd numbers. What picture have you found?